DOCUMENT RESUME

ED 231 835 SP 022 820

AUTHOR Ashton, Patricia T.; And Others
TITLE A Study of Teachers' Sense of Efficacy. Final Report, Volume II. [Appendices].
INSTITUTION Florida Univ., Gainesville.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE [82]
CONTRACT 400-79-0075
NOTE 149p.; For related documents, see SP 022 818-819.
PUB TYPE Reports - Research/Technical (143) -- Information Analyses (070)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Academic Achievement; Basic Skills; *Classroom Environment; Classroom Research; Elementary Secondary Education; Evaluation Criteria; Middle Schools; Secondary School Teachers; Self Concept; *Self Evaluation (Individuals); Student Behavior; Student Teacher Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teaching Conditions
IDENTIFIERS *Teacher Efficacy Study

ABSTRACT

This volume contains the appendices for the report on the Teacher Efficacy Study, an investigation of teachers' sense of efficacy and the extent to which teachers believe they can have a positive effect on student learning and achievement. Included in this volume are: (1) middle school site descriptions; (2) the middle school questionnaire; (3) school climate measures; (4) the Webb Efficacy Scale; (5) personal efficacy vignettes; (6) the Rotter I-E Scale; (7) a teacher locus of control scale; (8) the high school basic skills teachers' questionnaire; (9) climate and control system coding sheets; (10) a teacher practices observation record; (11) the research for better schools engagement rate form; (12) an observation data sheet; (13) correlations of Rand Efficacy 1 with classroom process variables; (14) correlations of Rand Efficacy 2 with classroom process variables; (15) a teacher efficacy projective test; (16) a report on school climate: improving academic achievement; (17) middle school and high school teacher interview questions; (18) interviews with a high-efficacy and a low-efficacy teacher; (19) a report on teachers who were rated as having high-efficacy attitudes but who expressed low-efficacy attitudes; and (20) a report on social control in school settings. (CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED231835

A STUDY OF TEACHERS' SENSE OF EFFICACY

FINAL REPORT

VOLUME II

PATRICIA T. ASHTON

RODMAN B. WEBB

NANCY DODA

FOUNDATIONS OF EDUCATION
UNIVERSITY OF FLORIDA

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The work upon which this report is based was performed pursuant to Contract No. 400-79-0075 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

SP022820

Volume II
Table of Contents
Appendices

Appendix		Page
A	Middle School Site Descriptions	1
B	Middle School Questionnaire	12
C	Brookover School Climate Measures	29
D	Webb Efficacy Scale	32
E	Personal Efficacy Vignettes (50-items)	35
F	Personal Efficacy Vignettes (15-items)	42
G	Rotter I-E Scale	47
H	Teacher Locus of Control Scale	51
I	High School Basic Skills Teachers' Questionnaire	56
J	Climate and Control System Coding Sheets	66
K	Teacher Practices Observation Record	69
L	Research for Better Schools Engagement Rate Form	72
M	Observation Data Sheet	75
N	Correlations of Rand Efficacy 1 with Classroom Process Variables	77
O	Correlations of Rand Efficacy 2 with Classroom Process Variables	84
P	Teacher Efficacy Projective Test	91
Q	School Climate: Improving Academic Achievement	96
R	Middle School and High School Teacher Interview Questions	110
S	Interviews with a High-Efficacy and a Low-Efficacy Teacher	120
T	False Highs	134
U	Social Control	139

APPENDIX A

Middle School Site Descriptions

School Sites

To provide an introductory guided tour of each school, this section of the report will describe each school's background, student population, staff, student grouping, teacher organization, building, administration and extracurricular programs. In these descriptions, the schools will be referred to as Middle School and Junior High.

Middle School

Middle School is currently a school serving students in grades 6-8 and has been since its opening as a middle school in 1974. Before 1974, the school building was a segregated black high school which was closed with court ordered integration in 1970. When the county's other middle schools could no longer accommodate the numbers of students in grades 6-8, Middle School was created with a new staff, a new name and some special funds for refurbishing to make it, in some ways, a new facility. For this reason Middle School's history begins with its opening in 1974.

Very few major changes in the organization and curriculum have been witnessed at Middle School. The current principal has been with the school since its opening as have two of the three assistant principals. According to the current principal, the one major change, staff turnover, is essentially a result of having a young staff with changing lives.

Reflecting changes in the county's focus, the school has recently implemented basal textbook programs in math and reading. Changes in the school's stated curriculum in social studies, science, and language arts have been made by teacher committees within the school. Adjustments in the daily schedule have also been made to accommodate feedback from the yearly evaluations. Methods of reporting student progress and similar in-house procedures have been modified continuously. Finally, the building has been expanded to accommodate the Hard of Hearing Program which services the county and surrounding areas. These changes do not represent all modifications made since 1974 but point out those most outstanding.

STUDENT POPULATION

During the 1980-81 school year, Middle School served approximately 960 students in grades 6-8. As a socioeconomic predictor, about 54% of the students qualified for the free or reduced lunch program. The racial composition was 48% white, 25% black and 27% other.

GROUPING, SCHEDULING AND CURRICULUM

The 960 students are divided into six approximately same-sized groups called teams. Each team has a balanced community of students from the sixth, seventh, and eighth grades. The students from the three grades learn side by side in a multiage grouped setting. As a result, students spend three years on the same team and with many of the same peers. Moreover, each team is instructed by an interdisciplinary group of teachers who teach the students for their three year stay at the school.

In addition to the team organization and multiage grouping arrangements, students are scheduled into their classes according to a number of different criteria. All students take six forty-five minute classes daily, with about three minutes between classes. Here are the subjects offered:

0 - Advisor-Advisee
1 - Reading
2 - Language Arts
3 - Social studies/science
4 - Math
5 - Physical Education and
6 - Exploratory Courses:
    a) Continuous offerings (home economics, industrial arts/vocational agriculture, band, art)
    b) Mini-courses (vary according to identified student needs or interest)

The scheduling of these classes in terms of the time of day varies among the six teams. Teams are paired for scheduling purposes and follow this schedule for the school year:

Middle School

First Trimester Schedule

	W & T Teams	D & M Teams	B & C Teams
8:40 - 9:10	Advisor-Advisee Time		
9:10-9:55 9:57-10:42	Skills	Exploratory/P.E.	Skills
10:44-11:20 11:31-12:16	Skills	Skills	Exploratory/P.E.
12:16-1:10	Lunch...performing band and chorus meet during lunchtime.		
1:12-1:57 2:00-2:45	Exploratory/P.E.	Skills	Skills
2:45	After 1st 12 wks -	W&T take D&M schedule D&M take C&B schedule C&B take W&S schedule	
	2nd 12 -	Rotate ahead one block to complete cycle, etc.	

Skills: Any of the four academic subjects (i.e., reading, language arts, social studies/science, math)

Variations in individual student schedules reflect differences in the students' instructional levels for reading and/or special learning needs and student interests. Placement in a reading class is done according to the student's level in the basal reading program. The reading classes generally have two reading groups per class. After a student's reading

class placement is determined, he/she is randomly placed in math, language arts and social studies/science classes unless he/she has an exceptional learning status. Students who are gifted, specific learning disabled, emotionally handicapped or educably mentally handicapped are scheduled into exceptional education classes according to their special needs. Additional variations in scheduling include student placement in an algebra class, Title I reading class, compensatory math or communications class or bilingual education class. Students who qualify for Title I reading are exempt from social studies/science. Compensatory communications replaces the standard language arts class just as compensatory math replaces the standard math class.

The students on every team are divided into two groups for the scheduling of physical education and exploratory classes. Sixth graders and the younger seventh graders constitute "A day" students. The second group, called "B day" students are the older seventh graders and the eighth graders. As the schedule indicates, the students take a ninety minute P.E. class every other day, alternating with their exploratory classes.

For the exploratory classes, students enroll in two, twelve-week long classes that they select with the help of parent and teacher guidance. In addition to the standard offerings that are available to all students, all year long (i.e., agriculture, art, band and student aide program), academic teachers each teach two elective mini-courses on an every other day basis. A complete list of these mini-courses would be impossible. Some examples include typing, remedial math, drama, French, creative writing, World War II, model airplanes and modern dance. Encouraged by personal and student interests, these teacher-developed mini-courses expand the traditional exploratory program considerably.

There are very few restrictions on the elective scheduling. Keeping class quotas balanced, assuring that students take each of the standard offerings and maintaining balance in the offerings taken over a three year period are the only guiding principles.

All students start the school day at 8:40 a.m. and are dismissed at 2:45 p.m. Lunch is about fifty-five minutes which includes eating time, recess time and time in the advisor-advisee class. Performing chorus and band are conducted during lunch as well. The advisor-advisee class meets every morning from 8:40 - 9:10 a.m. Each teacher is assigned 25 advisees and is to conduct affective education activities and serve in an advising capacity during this time. In addition, the advisor serves as the team liaison for those 25 students and helps with home-school communication as well. The advisor is also responsible for attendance records, report cards, cumulative folders and reporting team and school news to his/her advisees.

STAFFING

Teachers are organized for instruction into six interdisciplinary teams. Each team has about 160 students and seven teachers. All classroom teachers are team members. The teams are identified by the letters W, T, D, M, C and B. Each team has one teacher in each of the

following basic areas: math, reading, language arts, social studies/ science. The additional team members vary from team to team; however, the P.E. teachers, Title I reading teachers, compensatory education teachers, exceptionalities teachers and elective teachers (i.e., home economics, vocational agriculture, art and music) are also placed on teams throughout the school and serve as advisors on those teams.

Teams of teachers not only teach the same students but share the same part of the building, the same supplies and the same daily schedule. Teachers teach six classes daily with a planning period every other day with the exception of teachers with team leadership responsibilities who have a planning period every day.

The distribution of teachers is as follows:

6 language arts
6 reading
3 Title I
1 bilingual teacher
1 hard of hearing teacher's aide
1 media specialist

6 social studies/science
6 math (includes algebra
2 compensatory education
4 exceptional education
1 art
1 band/music
1 home economics
1 vocational agriculture
3 physical education

The administrative staff consists of a principal, two assistant principals of curriculum, an assistant principal of discipline or dean, two counselors and six teachers who are the team leaders. Leadership in the subject areas is handled by Vertical Committees and their chairpersons.

The staff is also equipped with secretarial personnel (3), food services personnel and custodial personnel.

LEADERSHIP AND ADMINISTRATION

A steering committee called P.I.C. (Program Improvement Council) is a school decision-making council comprised of the principal, assistant principals and team leaders along with representatives from the exceptionalities, specialists and P.E. This group meets bimonthly for decision-making and information dissemination purposes. Vertical Committees for each of the subject areas meet monthly to develop curriculum plans and materials for teachers in that area.

The organization of teachers into interdisciplinary teams under the guidance of a team leader adds another dimension to the school's administrative structure. Teams meet weekly to make decisions regarding the curriculum and instruction for the students on the team. Decisions regarding the adoption of special procedures, modifications in the standard schedule or special team events may be cleared through the P.I.C. but are generally delegated to the team. In addition, teams have a budget which is managed within the team providing the team with additional autonomy.

This combination of the P.I.C. with the team organization provides for a continuous back and forth flow of information and dialogue between the teachers and the administrators of Middle School. Team leaders are spokespersons for their team members and for the administration.

SPECIAL ACTIVITIES

Most of the special activities offered to students at Middle School are developed within the team structure. Examples include Honor Roll and Smarty Party, reward, special holiday celebrations, field trips and special units (e.g., drug education unit, tornado awareness). Each team's special activities are unique and reflect the team's personality.

Most of the special activities are provided for through the exploratory course program. There is a mini-course offered every 12-week period called the "Middle School" in which those enrolled develop the school newspaper. Likewise, the school's annual committee is organized through participation in an exploratory for the annual.

The student council consists of elected officers combined with student representatives from every advisor-advisee group in the school. This group meets with the principal monthly to discuss student concerns, desires, and problems.

Students who wish to participate in the performing band or chorus do so on a voluntary basis during a portion of their daily lunch hour.

BUILDING AND SPATIAL ORGANIZATION

The basic design of the facility consists of three long wings running parallel and divided in half by a long corridor which stretches from one side of the building to the next. All of the classrooms and main corridors are indoors.

The six half hallways have been utilized to maximize the teaming teachers' proximity. In addition, some classroom space has been used for each team's planning room. The specialists teaching in the areas of Title I, exceptional education, physical education, art, home economics, music and hard-of-hearing are located throughout the building. Some of the exceptional education teachers of the students in the EMH, SLD and EH are located in the same wing or section of the building. Naturally, the specialists requiring special facilities are housed in those specially equipped rooms.

SCHOOL PHILOSOPHY

A written statement of Middle School's philosophy reads as follows:

We believe:

1. Every middle school student is special and unique.
2. Each moment of a student's day finds him interacting with his environment in ever-changing ways.
3. Special scheduling and subject area offerings are necessary to motivate the transescent.
4. A child who is given room to "stretch", both physically and mentally, probing into areas of learning and activities he has

never known before, is more likely to develop an active mind and body, become a more resourceful and well-rounded adult.

5. There's nothing wrong with a child enjoying school, liking to learn, broadening his mental horizon, and expending his vast store of physical and mental energies in learning.

Junior High

Junior High is currently a school serving students in grades 6-8. Its present solidarity belies its rather changing history. On a campus larger than six square blocks, Junior High's classrooms and corridors are spaced beneath the dogwoods and magnolias that have grown around it since 1962. From its opening then as a junior high school for students in grades 7-9, until the present, it has endured a number of significant changes. With court ordered integration in 1970 and the subsequent closings of several local high schools, Junior High made its initial transformation by becoming both a junior high and high school, simultaneously serving both on double school day sessions.

By 1971, the school had students in grades 7-10, and changes in materials and curriculum were made to accommodate the ninth and tenth graders needing high school credits. Additional county adjustments brought another change returning Junior High to nearly its original state with grades 7 and 8. This was shortlived, however, as within a year the school was to become a "middle school" with grades 6-8 and a number of program changes that the county identified with the change to a middle school. In particular, Junior High's administration adopted an interdisciplinary team teacher organization and a student oriented special interests program.

Problems with the administration that introduced these middle school practices led to administrative changes and a return to the department teacher organization and prescribed electives, a program familiar to its earlier existence as a junior high school. Today the school still bears the title of middle school by virtue of the grades served and not the presence of "middle school" programs and practices.

STUDENT POPULATION

During the 1980-81 school year, Junior High served approximately 920 students in grades 6-8. According to socioeconomic predictors provided by the state Department of Education, 55% of the students qualified for a free or reduced lunch plan, 45% of the parents were "white collar occupation" and 55% of the parents "went to college". The racial composition was 57% white and 43% black.

GROUPING, SCHEDULING AND CURRICULUM

The 920 students are first and foremost grouped chronologically or by their number of years in school. The result is three distinct groups, the sixth, seventh and eighth grades, differentiated by the subjects they study, the teachers they have, and the schedules they follow.

The grouping and scheduling of students into classes varies at each grade level and reflects differences in student needs and abilities. All students in the school take six, fifty-minute classes daily. Here are the subjects offered per grade:

Sixth	Seventh	Eighth
Reading	Reading	Language arts
Language arts	Language arts	Social studies
Social studies	Social studies	Science
Science	Science	Math
Math	Math	(Reading 18 wks,
(Phy ed 18 wks,	(Phy ed 18 wks,	Phy ed 18 wks,
Art 18 wks)	agriculture 18 wks)	Business ed 18 wks,
		Home economics 18 wks)
Band	Spanish/Latin	Spanish/Latin

Students are placed in math classes by virtue of their instructional levels in the county adopted basal math program. Math classes generally have one level per class. Seventh and eight graders may be placed in pre-algebra or algebra math classes. Compensatory math classes are also offered.

Variations in individual student schedules reflect differences in their abilities as measured by the Metropolitan Achievement Test given yearly and by other diagnostic measures. Placement in reading and language arts classes is done according to the students' instructional level in the county adopted basal reading program. Within any given reading class there are generally two or three different levels with some cross-grade grouping among sixth and seventh graders. Students with extreme deficiencies in language arts and reading are placed in a compensatory language arts class.

In social studies and science, honors classes are available for seventh and eighth graders. Students scoring in the eighth or ninth stanine on those portions of the yearly test qualify. No other ability grouping is used in these areas. For sixth graders, however, who qualify for the Title I reading program, Title I reading replaces their social studies or science class.

Electives in the sixth grade are physical education and art, each 18 weeks long. Seventh graders take physical education along with agriculture for the same length of time. In the eighth grade, students have business and home economics, each for half the year. Students taking band generally substitute it for their prescribed electives program. In addition, seventh and eighth graders can take Spanish or Latin which can take the place of the traditional electives offered. When a student is enrolled in band and a foreign language, he/she is exempt from language arts provided his/her scores on the Metropolitan measure were in the eighth or ninth stanine in language arts.

For students with special learning needs (e.g., special learning disabilities, handicaps or giftedness), classes are available, and the student's schedule is designed according to an Individual Education Plan

consistent with his/her exceptionality.

All students start the school day at 8:40 a.m. and are dismissed at 2:45 p.m. Lunch is about thirty-one minutes long with approximately four minutes between classes. The first five minutes of the student's first period class are devoted to roll call and announcements regarding school affairs. This first class is called the homeroom. An additional feature of the daily schedule is the morning announcements and pledge of allegiance which takes place at the start of second period.

STAFFING

Each subject area has a representative unit of teachers called a department. Each department is staffed by teachers from all three grades. The 37 classroom teachers are staffed in the following way:

Language Arts		Reading		Mathematics	
Grades	Teachers	Grades	Teachers	Grades	Teachers
6,7	3	6,7	3	6	1
6,7,8	1	7,8	1	6,7	1
8	2*	6,7,8	1	7	2
*One teacher is part-time gifted		Title I	1	8	2

Social Studies		Science		Physical Education	
Grade	Teachers	Grades	Teachers	Grades	Teachers
6	1	6	1	6,7,8	2
7	1	6,7	1		
7,8	1	7	1		
8	1	7,8	1		
		8	1		

Arts		Agriculture		Latin/Spanish	
6	1	7	1	7,8	part-time 1
Media- 2	Gifted- 1	EMH-	EH-	SLD-	PH-1

Teachers from the different grade levels, in most cases, share the same lunch hour. Aside from that, most teachers teach five classes with one planning period. While some teachers have responsibility for teaching more than one grade level of students, they generally teach in one academic area all day long. The teacher's official school day is from 8:15 a.m. until 3:30 p.m.

The administrative staff consists of a principal, assistant principal of curriculum, assistant principal of discipline, and two counselors. In addition, there is one staff member who organizes and executes the in-school suspension program and who works cooperatively with the administration.

The staff is also equipped with secretarial personnel (3), food services personnel and custodial personnel.

LEADERSHIP AND ADMINISTRATION

A steering committee comprised of department heads, counselors and specialists and directed by the principal meets periodically for decision-making and information dissemination purposes. Departments meet monthly for similar purposes.

Three teachers have been assigned the task of curriculum development. Jointly, and in cooperation with the administration, this team works during a given daily class period, on the restoration, reorganization and rewriting of the curriculum plans for all subject areas.

SPECIAL ACTIVITIES

In addition to the basic curriculum, there are a number of extra curricular activities for students. During the 1980-1981 school year, these activities were on-going:

1. ESP (Exceptional Student Performance)
   Special rewards were given to students whose conduct in school was considered to be exceptional. Rewards included films and field trips.

2. Honor Roll
   The "A-B" honor roll identified those students whose grades are a mixture of A's and B's during a single grading period.

3. National Junior Honor Society
   Students in the seventh and eighth grade are eligible for membership in the National Junior Honor Society. Students who ". . . have a grade point average of 3.7, an outstanding record of character, leadership, citizenship and service are selected by the faculty."

4. Future Farmers of America

5. Future Homemakers of America

6. Junior Academy of Science
   This is an academic organization dedicated to encouraging students to participate in scientific research.

7. Student Government
   The student government is composed of four student-elected representatives from each grade level who maintain a "C" average and satisfactory conduct while in office.

8. Student Publications
   Students are enrolled in a special language arts class if they have a "B" average and are recommended by three teachers. The newspaper and school yearbook are produced in this class.

9. Student Aides
   Students may serve as aides in various areas of the school. The aide positions are generally substitutes for the standard electives.

BUILDING AND SPATIAL ORGANIZATION

The basic design of the facility consists of five wings with the media center and administrative offices located in the center of the complex. There is no consistent theme which has been used in determining how classrooms are to be used. In some cases, wings are mainly filled by teachers of the same subject and yet in other cases, grade level similarity prevails instead.

SCHOOL PHILOSOPHY

Junior high's stated philosophy is as follows:

1. To provide an environment in which both teaching and learning may take place.

2. To help our students acquire and/or further develop basic communication and reasoning skills which we hope will ultimately equip each student to become an independent learner.

3. To strive to recognize the uniqueness of each of our students in terms of intellectual, emotional, social, and physical characteristics; and to, in so far as is possible, provide a curriculum that will adequately meet the wide range of our students' needs, abilities, and interests.

4. To inculcate in our student body a value system which respects the dignity and worth of all peoples.

CLOSING

Having toured the two school sites, one should conclude that while similarities do exist, the schools have some outstanding differences in the organization of teachers and students and the priorities applied in scheduling and in the curriculum. These are precisely the school features conceived to be of significance to the teachers' sense of efficacy in each school setting.

APPENDIX B

Middle School Questionnaire

Thank you for participating in this study. Without your help, our work is impossible.

On the following pages, you will find a wide variety of questions. We have asked a number of questions regarding your feelings and beliefs about teaching. We've also asked about your actual teaching experiences, both good and bad. We've included other questions about your school setting and students to better understand the context of your teaching situation.

Please don't worry about the style and grammatical form of your responses. We understand that this is a long questionnaire and that you will have to work quickly. We're interested in your first reactions.

You needn't worry that you will ever be associated with your answers. Our first task will be to remove your name and assign a number to your questionnaire.

We will need your name, address, and social security number in order to send you the $10 stipend. Please complete the information below.

Thanks again for your participation.

_____
Name

_____
Address

_____
Social Security Number

1
2
3
4
5
6

7. Age? (circle one)
   1. 20 or below
   2. 21 to 25
   3. 25 to 30
   4. 31 to 35
   5. 36 to 40
   6. 41 to 50
   7. 51 or above

8. Sex? (circle one)
   1. Male
   2. Female

9. Degree certification? (circle one)
   1. Elementary
   2. Secondary
   3. Other _____ (specify)

   Subject taught: _____

10. Professional training beyond the bachelor's degree? (circle one)

    1. NO.

    2. YES: If yes, please describe degree and give date degree(s) conferred.

    11 _____ 12 _____
    Degree Date

    13 _____ 14 _____
    Degree Date

Professional organization to which you belong?
(Please list complete name of each organization)

15. _____

16. _____

17. _____

18. _____

19. _____

Subscriptions to educational literature you are presently receiving.
(please list)

20. _____

21. _____

22. _____

23. _____

I would be willing to have an observer visit my classes once a week for five weeks--for which I would receive a stipend of $25.

Yes ____ No ___

I would be interested in participating in a summer workshop designed to discover ways to improve middle school teaching (for Create credit).

Yes ___ No ___

I would be interested in serving as a teacher consultant to your project from time to time.

Yes ___ No ___

Directions for Writing Teaching Incidents Essay

Describe one incident from your teaching experience in which you feel you were most effective.

First Describe the situation as it occurred at the time.

Second What did you do in the situation?

Third How did you feel about the situation at the time you were experiencing it?

Fourth Describe what you feel enabled you to be effective in this situation.

Describe one incident from your teaching experience in which you feel you were least effective.

First Describe the situation as it occurred at the time.

Second What did you do in the situation?

Third How did you feel about the situation at the time you were experiencing it?

Fourth Describe what you feel contributed to your ineffectiveness in this situation.

Fifth How would you respond differently now, given a similar situation?

Your Most Effective Teaching Experience

1. Describe the situation as it occurred.

2. Describe what you did in the situation.

3. Describe what you felt about the situation at the time.

4. Describe what enabled you to be effective.

Your Least Effective Teaching Experience

1. Describe the situation as it occurred.

2. Describe what you did in the situation.

3. Describe what you felt about the situation at the time.

4. Describe what you feel contributed to your ineffectiveness in this situation.

5. Describe how you would respond differently now, given a similar situation.

24. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.
(circle one)

1 Strongly agree 2 Agree 3 Neither agree Nor disagree 4 Disagree 5 Strongly Disagree

25. If I really try hard, I can get through to even the most difficult or unmotivated students.
(circle one)

1 Strongly agree 2 Agree 3 Neither agree Nor disagree 4 Disagree 5 Strongly Disagree

26. In general, how stressful do you find being a middle school teacher?

1	2	3	4	5
Not at all stressful	Mildly stressful	Moderately stressful	Very stressful	Extremely stressful

27. I feel excessive stress as a teacher when _____

_____

_____

_____

28. People have a variety of approaches to dealing with stress. Describe what you do when you feel stress from teaching.

_____

_____

_____

_____

29. Which of these statements comes closest to describing your feelings about teaching.

___ 1. I am extremely satisfied with teaching as my occupation.

___ 2. I am very satisfied with teaching as my occupation.

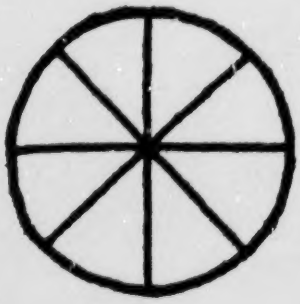
___ 3. I am more satisfied than not with teaching as my occupation.

___ 4. I am equally satisfied and dissatisfied--I guess I'm in the middle.

___ 5. I am more dissatisifed than satisfied with teaching as my occupation.

___ 6. I am very dissatisfied with teaching as my occupation.

___ 7. I am extremely dissatisfied with teaching as my occupation.



30. Assume that this circle represents your total life interests. How many of the eight sections would you say "belong" to your work as a teacher?

_____

31. Some teachers seem to emphasize the importance of warmth and closeness to students while others seem to stress the importance of the teacher's getting students to work effectively. Which of the two do you consider more important?
(circle number)

1 Warmth and closeness

2 Getting work done

32. If you could choose your students in the coming year, which of the following would you select?
(circle number)

1. A group of students whose emotional needs are a challenge to the teacher.

2. A group of nice kids from average homes who are respectful and hard working.

3. A group of creative and intellecturally demanding students calling for special effort.

4. A group of underprivileged children from difficult homes for whom school can be a major opportunity.

5. Children of limited ability who need unusual patience and sympathy--sometimes they're called "slow learners".

Which would be your second choice?_____

33. Do you feel you work harder, about the same or a little less than most teachers?
(circle number)

1 harder 2 about the same 3 a little less

34. In your teaching situation, how much freedom do you feel you have to do what you think is best?
(circle number)

1	2	3	4	5	6	7
almost no freedom						almost complete freedom

35. When my students fail to learn a lesson that I have taught, their failure is probably due to:

_____

All of us have certain things about our own role performance which we think are important. There are ten numbered blanks on the page below. In the blanks, please write ten adjectives or short descriptive phrases, each referring to the simple statement, "As a middle school teacher, I do the following things."

Answer as if you were giving the answers to yourself, not to somebody else. Write the answers in the order that they occur to you. We are interested in both positive and negative aspects. Don't worry about logic but try to be as clear as possible. Write each descriptive word or phrase as rapidly as possible. Your first impressions are good enough.

AS A MIDDLE SCHOOL TEACHER I DO THE FOLLOWING THINGS:

_____ ___

_____ ___

_____ ___

_____ ___

_____ ___

_____ ___

_____ ___

_____ ___

_____ ___

_____ ___

Now

Go back and evaluate each of these things according to how positive or negative you see it. In order to represent a range, place double plus (++) if you feel the characteristic is quite positive, a (+) single plus if you see it as somewhat positive, a single minus (-) if you see it as somewhat negative, and a double minus (--) if you see the thing as quite negative. Be sure to evaluate each descriptive word or phrases by placing one of these sign configurations on the small line to the right of each. Remember there are four such signs: (++), (+), (-), and (--). Work rapidly.

Many things are likely to affect one's effectiveness as a middle school teacher, and these things are likely to be different for different teachers. For yourself personally, think about what helps you to be an effective teacher and what makes it difficult to be effective as a teacher. List everything that you can think of that helps you to be effective in the classroom. Then list everything that you can think of that makes it difficult for you to be effective. Then indicate the importance of the effect of each of these influences on you by rating each of the influences you have identified on a scale of 0 to 9; let 0 indicate that the influence is not very powerful and 9 indicate that the influence has a strong and significant effect on you.

My Effectiveness as a Middle School Teacher

Is facilitated by	Is made difficult by
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

36. When you are having a problem in teaching, whom do you talk with about it? Name them and their relationship to you.

_____

_____

_____

_____

_____

_____

_____

37. How important is teaching to you?

1 Extremely important	2 Very important	3 Not very important	4 Not at all important

38. Some teachers think they can assess how their teaching is going. Others feel that it is very difficult. What do you think?

___ I believe that it is relatively easy to know when one is really teaching effectively.

___ I believe that it is possible to know one's own effectiveness at times.

___ I believe that it is relatively difficult to know when one is really teaching effectively.

39. If you had it to do all over again, would you choose to become a teacher?

Yes _____ No _____

40. What percent of the students in this school do you expect to complete high school?
(circle number)

1. 90% or more
2. 70% or more
3. 50% or more
4. 30% or more
5. less than 30%

41. What percent of the students in this school do you think the principal expects to complete high school?

1. 90% or more
2. 70% or more
3. 50% or more
4. 30% or more
5. less than 30%

42. What percent of the students in this school would you say want to complete high school?

1. 90% or more
2. 70% or more
3. 50% or more
4. 30% or more
5. less than 30%

43. What percent of the students in your class would you say want to complete high school?

1. 90% or more
2. 70% or more
3. 50% or more
4. 30% or more
5. less than 30%

44. On the average, what level of achievement can be expected of the students in this school?

1. Much above the national norm
2. Slightly above the national norm
3. Approximately at the national norm
4. Slightly below the national norm
5. Much below the national norm

45. How many students in this school will seek extra work so that they can get better grades?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

46. How many students in your class will try hard to do better on tests than their classmates do?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

47. How many students in your class will seek extra work so that they can get better grades?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

48. How many students in your class try hard to improve on previous work?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

49. How many students in this school try hard to improve on previous work?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

How often, if at all, do students at this school have disagreements, arguments, or fights because of the following: (circle one)

		Very Often	Often	Some-times	Not Often	Not at all	Don't know
50.	Making jokes about someone's skin color.	6	5	4	3	2	1
51.	Messing in someone's hair.	6	5	4	3	2	1
52.	Joking about the way someone talks.	6	5	4	3	2	1
53.	Being hassled for money.	6	5	4	3	2	1
54.	Joking about someone's religion.	6	5	4	3	2	1
55.	Being pushed around.	6	5	4	3	2	1
56.	Being threatened.	6	5	4	3	2	1
57.	Making jokes about someone's belongings.	6	5	4	3	2	1
58.	Lying about things.	6	5	4	3	2	1
59.	Making jokes about someone's family.	6	5	4	3	2	1
60.	Name-calling.	6	5	4	3	2	1

61. Too many teachers in this school seem to be more concerned with their own personal interests rather than with the overall welfare of the school.
(circle number)

1 Agree 2 No opinion 3 Disagree

62. Teachers in this school cooperate well.
(circle number)

1 Agree 2 No opinion 3 Disagree

63. There are cliques or groups among the teachers in this school that create an unfriendly atmosphere.
(circle number)

1 Agree 2 No opinion 3 Disagree

64. The poor work performance of some teachers on this school staff makes it difficult for us to achieve adequate instructional goals.
(circle nubmer)

1 Agree 2 No opinion 3 Disagree

65. A few of the teachers in this school think they run the place.
(circle number)

1 Agree 2 No opinion 3 Disagree

66. Teachers and other professional personnel in this school freely share ideas and materials.
(circle nubmer)

1 Agree 2 No opinion 3 Disagree

APPENDIX C

Brookover School Climate Measures

Teacher Present Evaluations and Expectations
for High School Completion and Teacher-Student Commitment
to Improve (Brookover, Gigliotti, Henderson, & Schneider, 1973)

1. What percent of the students in this school do you expect to complete high school?
(circle number)

   1. 90% or more
   2. 70% or more
   3. 50% or more
   4. 30% or more
   5. less than 30%

2. What percent of the students in this school do you think the principal expects to complete high school?

   1. 90% or more
   2. 70% or more
   3. 50% or more
   4. 30% or more
   5. less than 30%

3. What percent of the students in this school would you say want to complete high school?

   1. 90% or more
   2. 70% or more
   3. 50% or more
   4. 30% or more
   5. less than 30%

4. What percent of the students in your class would you say want to complete high school?

   1. 90% or more
   2. 70% or more
   3. 50% or more
   4. 30% or more
   5. less than 30%

5. On the average what level of achievement can be expected of the students in this school?

   1. Much above the national norm
   2. Slightly above the national norm
   3. Approximately at the national norm
   4. Slightly below the national norm
   5. Much below the national norm

6. How many students in this school will seek extra work so that they can get better grades?

   1. almost all of the students
   2. most of the students
   3. about half of the students
   4. some of the students
   5. almost none of the students

7. How many students in your class will try hard to do better on tests than their classmates do?

   1. almost all of the students
   2. most of the students
   3. about half of the students
   4. some of the students
   5. almost none of the students

8. How many students in your class will seek extra work so that they can get better grades?

   1. almost all of the students
   2. most of the students
   3. about half of the students
   4. some of the students
   5. almost none of the students

9. How many students in your class try hard to improve on previous work?

   1. almost all of the students
   2. most of the students
   3. about half of the students
   4. some of the students
   5. almost none of the students

10. How many students in this school try hard to improve on previous work?

    1. almost all of the students
    2. most of the students
    3. about half of the students
    4. some of the students
    5. almost none of the students

APPENDIX D

Webb Efficacy Scale

Webb Efficacy Scale

Instructions: Read each of the following paired statements: Determine if you:

1. agree most strongly with the first statement
2. agree most strongly with the second statement

1. A. A teacher should not be expected to reach every child; some students are not going to make academic progress.

   B. Every child is reachable. It is a teacher's obligation to see to it that every child makes academic progress.

   Circle one:

   1. I agree most strongly with A
   2. I agree most strongly with B

2. A. Heterogeneously grouped classes provide the best environment for learning.

   B. Homogeneously grouped classes provide the best environment for learning.

   Circle one:

   1. I agree most strongly with A
   2. I agree most strongly with B

3. A. My skills are best suited for dealing with students who have low motivation and who have a history of misbehavior in school.

   B. My skills are best suited for dealing with students who are academically motivated and generally well behaved.

   Circle one:

   1. I agree most strongly with A
   2. I agree most strongly with B

4. A. Low ability students should be encouraged to develop their vocational skills when they enter high school.

   B. Low ability students should be encouraged to develop their academic skills when they enter high school.

   Circle one:

   1. I agree most strongly with A
   2. I agree most strongly with B

5. A. Students who are not interested in education and who continually misbehave should be expelled from school until their attitudes improve.

   B. Students who are not interested in education and who continually misbehave should be kept in school so that trained teachers can help such students to improve their attitudes.

   Circle one:

   1. I agree most strongly with A
   2. I agree most strongly with B

6. A. Most of my low-ability, poorly motivated students will eventually graduate from high school.

   B. Most of my low-ability, poorly motivated students will not graduate from high school.

   Circle one:

   1. I agree most strongly with A
   2. I agree most strongly with B

7. A. When I let myself think about it, I experience anxiety because I can't really know for certain that I am making a difference in the lives of students.

   B. When I evaluate my teaching, I have a feeling of professional confidence because I know rather certainly that I am making a difference in the lives of my students.

   Circle one:

   1. I agree most strongly with A
   2. I agree most strongly with B

APPENDIX E

Personal Efficacy Vignettes (50-items)

Efficacy Vignettes

1. Your students have become very competitive about their test scores. Whenever you return a test there is a great deal of interest in each other's scores, and the students with the higher grades make fun of the students with low grades. How effective would you be in eliminating the derogatory comments and in developing a more supportive environment in your class?

2. You are holding a parent conference with Ms. B., mother of Nicki. Nicki has been an average student until this year but her grades are sliding. Ms. B. blames you for Nicki's declining interest in school. How effective would you be in dealing with Ms. B.'s criticism and in settling this conflict?

3. One of your major objectives for the unit you are currently teaching is to develop your students' ability to solve problems and think creatively. How effective do you feel you would be in achieving this objective?

4. One of your students misbehaves frequently in your class and is often disruptive and hostile. Today in class he began roughhousing with a friend in the back of the class. You tell him firmly to take his seat and quiet down. He turns away from you, says something in a belligerent tone that you can't hear and swaggers to his seat. The class laughs and then looks to see what you are going to do. How effective would you be in responding to this student in a way that would win the respect of the class?

5. You spent hours planning a unit on a very difficult topic. Soon after you begin the lesson it becomes apparent that the students have no idea what you are talking about. How effective would you be in identifying the problem and adapting the lesson so that the students can understand your presentation?

6. You have just learned from one of your male students that his best friend who is also in your class plans not to attend the annual class party, because he feels that he doesn't have proper clothes. How effective would you be in talking with the student and helping him solve this problem?

7. You have prepared an important lesson that requires the use of a slide projector. Just after you have begun the lesson the projector breaks down. Because this is a short school week with a full calendar, you cannot postpone this lesson. You must continue without the instructional aide. How effective would you be in presenting a worthwhile lesson in this situation?

8. Maria, an educable mentally retarded student in your class, has been working diligently but still performs below grade-level in all subjects. At a conference the mother says that she does not expect much of the girl, because Maria is "dumb" just like herself. How effective would you be in talking to Maria's mother about her feelings and about the effect that parents' expectations can have on their child's school achievements?

9. A small group of students is constantly whispering, passing notes and ignoring class activities. Their academic performance on tests and homework is adequate and sometimes even good. Their classroom performance, however, is irritating and disruptive. How effective would you be in eliminating their disruptive behavior?

10. Your county has mandated that all teachers must restructure their course requirements to insure adequate development of students' basic skills in reading and writing, by including these elements in each lesson plan. How effective would you be in incorporating achievement of basic skills objectives into your lesson plans?

11. During a parent conference, a parent asks you to explain how his daughter's IQ score relates to the scores she received on a standardized achievement test. How effective would you be in interpreting these test scores in a way that the father would understand and find useful?

12. Some of your less able students are having great difficulty grasping an abstract concept that is a prerequisite for understanding further work in your subject matter area. These students have asked you to hold a special tutoring session for them after school. How effective would you be in teaching them this concept?

13. Your district curriculum supervisor requested that you prepare a set of instructional objectives for the subject matter that you teach to be used by curriculum revision committee in modifying existing objectives. How effective would you be in preparing a set of objectives that would improve the level of instruction in your district?

14. Early in the fall you assigned a girl and a boy in your class to work together on a project. Since that time they have become inseparable. In class they gaze dreamily into one another's eyes, pass notes, and can't keep their hands off one another. Today their caressing exceeded the limits of good taste. How effective would you be in getting these students to behave more appropriately in class?

15. You have been selected to work on a curriculum selection committee to choose textbooks and materials to be used in your county for the coming year. The materials chosen must fit a wide range of instructional needs for students of differing abilities. How effective would you be in doing this work?

16. Students in your school gang together in same sex, same race cliques. Your principal requested each teacher to submit a plan for promoting more positive interactions among these groups. How effective would you be in helping your students develop more positive interactions?

17. You receive a note from your principal indicating that he wants you to meet right after school with the parents of a low SES student whom you have verbally reprimanded many times. You learn that the parents have accused you of discrimination. How effective would you be in conveying to the students' parents that you are not prejudiced against him? On the contrary, you are trying to be helpful.

18. Half a dozen low-achieving female students are not getting much from your class. Lately they have begun to "hang around together" and to advertise that they don't like you or your class. They have begun to fool around, disrupt your lessons, and occasionally "talk back." When you attempt to involve them in class work they either make jokes or sit sullenly. How effective would you be in eliminating their disruptive behavior?

19. Your school district has adopted a self-paced instructional program for remedial students in your area. How effective would you be in keeping a group of remedial students on-task and engaged in meaningful learning while using these materials?

20. Five students in your class never do assignments and are falling farther and farther behind the rest of the class in learning the material. A check of student records indicates that all are in the normal range of intelligence. How effective would you be in the future in motivating them?

21. Students have been taunting one of your male students, because he stutters whenever called upon to recite, and now the boy never volunteers and will not answer when called upon. How effective would you be in helping him to cope with the teasing and overcome his reluctance to speak out?

22. Your curriculum supervisor has recommended that all teachers in your area should require their students to write at least one research paper during the school year. How effective would you be in teaching students the skills necessary to prepare a research paper?

23. A new teacher in your school has been reviewing cumulative records for her students and asks you to explain the difference between grade equivalent and percentile rank for several of her students on the standardized achievement battery. How effective would you be in explaining the difference between these two types of scores?

24. This year your principal has assigned you to teach a class of low ability students in your subject matter area. The teacher who taught this class last year tells you that it was the worst experience of her 20 year teaching career. How effective would you be in increasing the academic achievement of the students in this class?

25. You have a student who never hands in assignments on time, seldom gets to class before the bell rings and inevitably forgets to bring books or pencil to class. You have discussed this matter with his parents but they don't seem to understand the importance of school achievement. How effective would you be in motivating this student to get to work?

26. Cheating is rampant in your class. You have many students who look on each others' papers or ask other students for the correct answer. How effective would you be in eliminating this problem?

27. A student who has been doing adequate but not outstanding work in your class asks you to confer with his parents. He says that after his last report card his father punished him for not receiving better grades in your classes. You call the parents, but the father refuses to talk to you. How effective would you be in persuading the father to be more supportive of his son's work?

28. Several British educators will be visiting your school to observe various teaching strategies. Your principal has asked you to demonstrate the use of higher order questioning in a group discussion with your class. How effective would you be in facilitating this type of discussion?

29. A student runs into your class ten minutes late. On the way to his desk he drops his books, talks to friends, and playfully slaps a classmate on the back of the head. It is the fourth time this week that he has been late to class. How effective would you be in persuading this student to be more responsible?

30. You have students with varying ability levels, and you must plan classroom and homework assignments that will be both interesting and appropriate for the whole class. How effective would you be in designing activities that all of your students will find stimulating and informative?

31. Money has been disappearing from students' lockers. You suspect one of your students is responsible. He is the oldest son of a family of eight children. His mother works as a housekeeper and is the family's sole source of support. How effective would you be in resolving this problem?

32. Your school has recently started recruiting parent volunteers to help with extra curricular activities. Your principal asks you to telephone a list of ten parents of your students and ask them to volunteer. How effective would you be in recruiting parent volunteers for your class?

33. Your principal has assigned you to teach a class of gifted students in your subject matter area. Most of the students in this class have scored 140 or better on the IQ test used for screening students for placement in this class. How effective would you be in teaching such a class?

34. A new student has been assigned to your class. Her records indicate that she never does her homework and does not seem to care about her education. Her IQ score is 83, and her achievement scores have been below the 30th percentile. How effective would you be in increasing her achievement test scores?

35. You've been assigned a student teacher. The student's university faculty has requested that you provide the student with a week's lesson plans to serve as a guide for the student's plans. How effective would you be in preparing model lesson plans?

36. Two students are fighting as you walk into your classroom. They are obviously furious with one another, and you are afraid someone will be badly hurt. How effective would you be in stopping the fight and resolving the conflict?

37. The student-teacher ratio in your class of compensatory education students is 20 to 1. You must plan your lessons to meet the individual needs of the students. How effective would you be in designing activities to match the individual interests and abilities of the students in your class?

38. A female student whose grades have been getting progressively worse has confided to you that she is being physically abused by her parents. In light of her family situation, how effective would you be in helping her improve her schoolwork?

39. Your school has adopted an instructional textbook series in your area with excellent objectives and teaching materials but almost nothing in the form of tests or exercises to monitor student progress. How effective would you be in developing a set of evaluation procedures to accompany the text for your grade level?

40. You have been asked to prepare curriculum materials to be used in a self-paced instructional program for students in your subject matter area. How effective would you be in designing materials that would keep the students motivated and learning at an optimal pace?

41. You get a note from a student saying that you are the best teacher the student has ever had and that he/she is in love with you. The student asks that you meet after school. How effective would you be in helping the student deal with these feelings?

42. Your principal has announced that her major objective for the year is to produce significant gains on the end of the year standardized achievement test. Further, she explains that teacher evaluations for the year will be competitive, with the teachers producing the highest student gains receiving the highest principal evaluations. You are teaching compensatory education classes. How effective would you be in increasing student achievement scores?

43. Before your student teacher takes over your class, you've been asked to conduct three lessons that demonstrate what you consider to be exemplary teaching. How effective do you feel you would be as a model of good teaching for your student teacher?

44. Your students as a group have confronted you with the fact that they are very bored with the work you've been assigning, and they feel that it's a waste of time. How effective would you be in responding to their criticisms and adapting your teaching in order to make it more relevant to their interests?

45. Because of repeated failure, one of you students confides to you that she has given up and will attend school only until she can find a way to drop out. How effective would you be in persuading her that she can be successful in school?

46. A physically handicapped student who cannot speak has been added to your class, and you want to know if he can handle your class' reading materials. How effective do you feel you would be in assessing this student's reading ability?

47. A likeable student in your class has little or no concept of "appropriate classroom behavior". His speech is punctuated with vulgar language, and his conversational voice is loud enough to shatter glass. How effective would you be in teaching this student more acceptable behavior?

48. A number of your students have been sleeping in class. They do poorly on inclass assignments and seldom turn in homework. You learn that they are taking drugs. How effective would you be in helping the students with their drug problem?

49. A learning disabledstudent has been mainstreamed into your classroom. He has been described by his previous teachers as being extremely hyperactive and having severe reading problems. How effective would you be in teaching this student?

50. You are monitoring a class for a fellow teacher. One student is constantly talking, shooting rubber bands, and otherwise making a nuisance of himself. How effective would you be in coping with his behavior?

APPENDIX F

Personal Efficacy Vignettes (15-items)

Personal Teaching

Efficacy Vignettes

Read each situation carefully. Consider similar situations from your own teaching experiences. Indicate how effective you would be in handling each situation by circling the appropriate number.

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

---

1. One of your students misbehaves frequently in your class and is often disruptive and hostile. Today in class he began roughhousing with a friend in the back of the class. You tell him firmly to take his seat and quiet down. He turns away from you, says something in a belligerent tone that you can't hear and swaggers to his seat. The class laughs and then looks to see what you are going to do. How effective would you be in responding to this student in a way that would win the respect of the class?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

2. Maria, an educable mentally retarded student in your class, has been working diligently but still performs below grade-level in all subjects. At a conference the mother says that she doesn't expect much of the girl, because Maria is "dumb" just like herself. How effective would you be in talking to Maria's mother about her feelings and about the effect that parents' expectations can have on their child's school achievement?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

3. Your county has mandated that all teachers must restructure their course requirements to insure adequate development of students' basic skills by including these elements in each lesson plan. How effective would you be in incorporating achievement of basic skills objectives into your lesson plans?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

4. Students in your school gang together in same sex, same race cliques. Your principal has requested that each teacher work to promote more positive interactions among these groups. How effective do you feel you would be in helping your students develop more positive interactions?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

5. Half a dozen low-achieving female students are not getting much from your class. Lately they have begun to "hang around together" and to advertise that they don't like you or your class. They have begun to fool around, disrupt your lessons, and occasionally "talk back." When you attempt to involve them in class work they either make jokes or sit sullenly. How effective would you be in eliminating their disruptive behavior?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

6. This year your principal has assigned you to teach a class of low ability students in your subject matter area. The teacher who taught this class last year tells you that these are the slowest students that she's taught in her twenty year teaching career. How effective would you be in increasing the academic achievement of the students in this class?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

7. You have a student who never hands in assignments on time, seldom gets to class before the bell rings and inevitably forgets to bring books or pencil to class. He obviously has the ability to do above average work, but you have discussed this matter with his parents, and they don't seem to understand the importance of school achievement. How effective would you be in motivating this student to get to work?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

8. A new student has been assigned to your class. Her records indicate that she never does her homework and does not seem to care about her education. Her IQ score is 83, and her achievement scores have been below the 30th percentile. How effective would you be in increasing her achievement test scores?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

9. The student-teacher ratio in your class of compensatory education students is 20 to 1. You must plan your lessons to meet the individual interests and abilities of the students. How effective would you be in designing activities to match the individual interests and abilities of the students in your class?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

10. Because of repeated failure, one of your students confides to you that she has given up and will attend school only until she can find a way to drop out. How effective would you be in persuading her that she can be successful in school?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

11. A number of your students have been sleeping in class. They do poorly on in class assignments and seldom turn in homework. You learn that they are taking drugs. How effective would you be in helping the students with their drug problem?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

12. A learning disabled student has been mainstreamed into your classroom. He has been described by his previous teachers as being extremely hyperactive and having severe reading problems. How effective would you be in teaching this student?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

13. A new teacher in your school has been reviewing cumulative records for her students and asks you to explain the difference between grade equivalent and percentile rank for several of her students on the standardized achievement battery. How effective would you be in explaining the difference between these two types of scores?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

14. You have been selected to work on a curriculum selection committee to choose textbooks and materials to be used in your county for the coming year. The materials chosen must fit a wide range of instructional needs for students of differing abilities. How effective would you be in doing this work?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

15. Your school has adopted an instructional textbook series in your area with excellent objectives and teaching materials but almost nothing in the form of tests or exercises to monitor student progress. How effective do you feel you would be in developing a set of evaluation procedures to accompany the text for your grade level?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

APPENDIX G

Rotter I-E Scale

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Your answer, either a or b to each question on this inventory, is to be reported beside the question. Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. For each numbered question make an X on the line beside either the a or b, whichever you choose as the statement most true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

Remember

Select that alternative which you <u>personally believe to be more true</u>.

I more strongly believe that:

1. _____a. Children get into trouble because their parents punish them too much.
   _____b. The trouble with most children nowadays is that their parents are too easy with them.

2. _____a. Many of the unhappy things in people's lives are partly due to bad luck.
   _____b. People's misfortunes result from the mistakes they make.

3. _____a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   _____b. There will always be wars, no matter how hard people try to prevent them.

4. _____a. In the long run people get the respect they deserve in this world.
   _____b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. _____a. The idea that teachers are unfair to students is nonsense.
   _____b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. _____a. Without the right breaks one cannot be an effective leader.
   _____b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. _____a. No matter how hard you try some people just don't like you.
_____b. People who can't get others to like them don't understand how to get along with others.

8. _____a. Heredity plays the major role in determining one's personality.
_____b. It is one's experiences in life which determine what they're like.

9. _____a. I have often found that what is going to happen will happen.
_____b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. _____a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.
_____b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. _____a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
_____b. Getting a good job depends mainly on being in the right place at the right time.

12. _____a. The average citizen can have an influence in government decisions.
_____b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. _____a. When I make plans, I am almost certain that I can make them work.
_____b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. _____a. There are certain people who are just no good.
_____b. There is some good in everybody.

15. _____a. In my case getting what I want has little or nothing to do with luck.
_____b. Many times we might just as well decide what to do by flipping a coin.

16. _____a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
_____b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

17. _____a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
_____b. By taking an active part in political and social affairs the people can control world events.

18. _____a. Most people can't realize the extent to which their lives are controlled by accidental happenings.
_____b. There really is no such thing as "luck."

19. _____a. One should always be willing to admit his mistakes.
_____b. It is usually best to cover up one's mistakes.

20. _____a. It is hard to know whether or not a person really likes you.
_____b. How many friends you have depends upon how personal you are.

21. _____a. In the long run the bad things that happen to us are balanced by the good ones.
_____b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. _____a. With enough effort we can wipe out political corruption.
_____b. It is difficult for people to have much control over the things politicians do in office.

23. _____a. Sometimes I can't understand how teachers arrive at the grades they give.
_____b. There is a direct connection between how hard I study and the grades I get.

24. _____a. A good leader expects people to decide for themselves what they should do.
_____b. A good leader makes it clear to everybody what their jobs are.

25. _____a. Many times I feel that I have little influence over the things that happen to me.
_____b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. _____a. People are lonely because they don't try to be friendly.
_____b. There's not much use in trying too hard to please people, if they like you, they like you.

27. _____a. There is too much emphasis on athletics in high school.
_____b. Team sports are an excellent way to build character.

28. _____a. What happens to me is my own doing.
_____b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. _____a. Most of the time I can't understand why politicians behave the way they do.
_____b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX H

Teacher Locus of Control Scale

1. When the grades of your students improve it is more likely

   a. because you found ways to motivate the students, or
   b. because the students were trying harder to do well

2. Suppose you had difficulties in setting up learning center for students in your classroom. Would this probably happen

   a. because you lacked the appropriate materials, or
   b. because you didn't spend enough time in developing activities to go into the center?

3. Suppose your students did not appear to be benefiting from a more individualized method of instruction. The reason for this would probably be

   a. because you were having some problems managing this type of instruction, or
   b. because the students in your class were such that they needed a more traditional kind of approach

4. When a student gets a better grade on his report card than he usually gets, is it

   a. because the student was putting more effort into his schoolwork, or
   b. because you found better ways of teaching that student

5. If the students in your class became disruptive and noisy when you left them alone in the room for five minutes, would this happen

   a. because you didn't leave them interesting work to do while you were gone, or
   b. because the students were more noisy that day than they usually are

6. When some of your students fail a math test, it is more likely

   a. because they weren't attending to the lesson, or
   b. because you didn't use enough examples to illustrate the concept

7. Suppose you were successful at using learning centers with your class of 30 students. Would this occur

   a. because you worked hard at it, or
   b. because your students easily conformed to the new classroom procedure

8. When a student pulls his or her grade up from a "C" to a "B" it is more likely

   a. because you came up with an idea to motivate the student, or
   b. because the student was trying harder to do well.

9. Suppose you are teaching a student a particular concept in arithmetic or math and the student has trouble learning it. Would this happen

   a. because the student wasn't able to understand it, or
   b. because you couldn't explain it very well

10. When a student does better in school than he usually does, is it more likely

   a. because the student was trying harder, or
   b. because you tried hard to encourage the student to do better

11. If you couldn't keep your class quiet, it would probably be

   a. because the students came to school more rowdy than usual, or
   b. because you were so frustrated that you weren't able to settle them down

12. Suppose a play put on by your class was voted the "Best Class Play of the Year" by students and faculty in your school. Would it be

   a. because you put in a lot of time and effort as the director, or
   b. because the students were cooperative

13. Suppose it were the week before Easter Vacation and you were having some trouble keeping order in your classroom. This would more likely happen

   a. because you weren't putting extra effort into keeping the students under control, or
   b. because the students were more uncontrollable than usual

14. If one of your students couldn't do a class assignment, would it be

   a. because the student wasn't paying attention during the class lesson, or
   b. because you gave the student an assignment that wasn't on his or her level

15. Suppose you wanted to teach a series of lessons on Mexico, but the lessons didn't turn out as well as you had expected. This would more likely happen

   a. because the students weren't that interested in learning about Mexico, or
   b. because you didn't put enough effort into developing the lesson

16. Suppose a student who does not typically participate in class begins to volunteer his or her answers. This would more likely happen

    a. because the student finally encountered a topic of interest to him or her, or
    b. because you tried hard to encourage the student to volunteer his or her answers

17. Suppose one of your students cannot remain on task for a particular assignment. Would this be more likely to happen

    a. because you gave the student a task that was somewhat less interesting than most tasks, or
    b. because the student was unable to concentrate on his or her schoolwork that day

18. Suppose you were unable to devise an instructional system as requested by the principal, which would accommodate the "needs of individual students" in your class. This would most likely happen

    a. because there were too many students in your class, or
    b. because you didn't have enough knowledge or experience with individualized instructional programs

19. If the students in your class perform better than they usually do on a test, would this happen

    a. because the students studied a lot for the test, or
    b. because you did a good job of teaching the subject area

20. When the performance of a student in your class appears to be slowly deteriorating, it is usually

    a. because you weren't trying hard enough to motivate him or her, or
    b. because the student was putting less effort into his or her schoolwork

21. Suppose a new student was assigned to your class, and this student had a difficult time making friends with his or her classmates. Would it be more likely

    a. that most of the other students did not make an effort to be friends with the new student, or
    b. that you were not trying hard enough to encourage the other students to be more friendly toward the newcomer

22. If the students in your class performed better on a standardized achievement test given at the end of the year compared to students you had last year, it would probably be

    a. because you put more effort into teaching this year, or
    b. because this year's class of students were somewhat smarter than last year's

23. Suppose, one day, you find yourself reprimanding one of your students more often than usual. Would this be more likely to happen

    a. because the student was misbehaving more than usual that day, or
    b. because you were somewhat less tolerant than you usually are

24. Suppose one of your underachievers does his or her homework better than usual. This would probably happen

    a. because the student tried hard to do the assignment, or
    b. because you tried hard to explain how to do the assignment

25. Suppose one of your students began to do better schoolwork than he usually does. Would this happen

    a. because you put much effort into helping the student do better, or
    b. because the student was trying harder to do well in school

APPENDIX I

High School Basic Skills Teachers Questionnaire

1
2
3
4
5
6
7
8
9
10

11. Number of years of teaching experience _____

12. Number of years of experience teaching low socioeconomic students _____

13. Were you assigned to teach basic skills classes or did you volunteer for them?

_____ Assigned _____ Volunteered

14. Is the subject matter of the basic skills classes that you teach in your major field of college preparation?

_____ Yes _____ No

15. How much freedom do you have in planning for your basic skills classes?

1	2	3	4	5
complete freedom				completely predetermined by others

16. To what extent are your school's basic skill classes ability-grouped?

_____ Not at all

_____ Somewhat

_____ A special effort is made to homogeneously group these classes.

17. Does the school administration have definite ideas about how instruction in basic skills classes should be provided to students?

_____ The school administration has a distinct point of view and promotes it.

_____ The school administration expresses some opinions, but does not promote a point of view.

_____ The school administration generally allows teachers to develop their own programs.

18. How responsible do you feel for the academic achievement of students in your basic skills classes?

_____Very responsible

_____Responsible

_____Somewhat responsible

_____Not very responsible

_____Not responsible at all

19. What kind of seating arrangements do you have in your classes?

_____Students always select their own seats

_____Generally students select their own seats

_____Some students select their seats; some are assigned

_____Generally teacher assigns seats

_____Teacher always assigns seats

20. To what extent is the school's basic skills instructional program coordinated schoolwide?

_____To a large extent, both in many aspects (content, sequence of objectives, materials) and throughout all grades

_____To some extent

_____Very little, each teacher generally plans the instructional program for his/her own class

21. How often do you work with your class as a whole?

_____Always

_____Often

_____Sometimes

_____Seldom

_____Never

22. How often are all your students working on the same lesson?

_____Always

_____Often

_____Sometimes

_____Seldom

_____Never

23. How would you characterize your teaching objectives in your basic skills classes?

_____They are the same for all students

_____They are the same for most of the students

_____They are the same for some students

_____They are different for most students

_____They are different for each student

24. Would you choose to teach these classes again, if you were given the opportunity to choose?

_____Definitely no

_____Probably no

_____Probably yes

_____Definitely yes

Please indicate your degree of agreement or disagreement with each of the following statements.

25. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment. (circle number)

1	2	3	4	5
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

26. If I really try hard, I can get through to even the most difficult or unmotivated students. (circle number)

1	2	3	4	5
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Read each situation carefully. Consider similar situations from your own teaching experiences. Indicate how effective you would be in handling each situation by circling the appropriate number.

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

27. One of your students misbehaves frequently in your class and is often disruptive and hostile. Today in class he began roughhousing with a friend in the back of the class. You tell him firmly to take his seat and quiet down. He turns away from you, says something in a belligerent tone that you can't hear and swaggers to his seat. The class laughs and then looks to see what you are going to do. How effective would you be in responding to this student in a way that would win the respect of the class?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

28. Maria, an educable mentally retarded student in your class has been working diligently but still performs below grade-level in all subjects. At a conference the mother says that she doesn't expect much of the girl, because Maria is "dumb" just like herself. How effective would you be in talking to Maria's mother about her feelings and about the effect that parents' expectations can have on their child's school achievement?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

29. Your county has mandated that all teachers must restructure their course requirements to insure adequate development of students' basic skills by including these elements in each lesson plan. How effective would you be in incorporating achievement of basic skills objectives into your lesson plans?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

30. Half a dozen low-achieving female students are not getting much from your class. Lately they have begun to "hang around together" and to advertise that they don't like you or your class. They have begun to fool around, disrupt your lessons, and occasionally "talk back". When you attempt to involve them in class work they either make jokes or sit sullenly. How effective would you be in eliminating their disruptive behavior?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

31. This year your principal has assigned you to teach a class of low ability students in your subject matter area. The teacher who taught this class last year tells you that it was the worst experience of her 20 year teaching career. How effective would you be in increasing the academic achievement of the students in this class?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

32. You have a student who never hands in assignments on time, seldom gets to class before the bell rings and inevitably forgets to bring books or pencil to class. You have discussed this matter with his parents but they don't seem to understand the importance of school achievement. How effective would you be in motivating this student to get to work?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

33. A new student has been assigned to your class. Her records indicate that she never does her homework and does not seem to care about her education. Her IQ score is 83, and her achievement scores have been below the 30th percentile. How effective would you be in increasing her achievement test scores?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

34. The student-teacher ratio in your class of compensatory education students is 20 to 1. You must plan your lessons to meet the individual needs of the students. How effective would you be in designing activities to match the individual interests and abilities of the students in your class?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

35. Because of repeated failure, one of your students confides to you that she has given up and will attend school only until she can find a way to drop out. How effective would you be in persuading her that she can be successful in school?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

36. A number of your students have been sleeping in class. They do poorly on inclass assignments and seldom turn in homework. You learn that they are taking drugs. How effective would you be in helping the students with their drug problem?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

37. A learning disabled student has been mainstreamed into your classroom. He has been described by his previous teachers as being extremely hyperactive and having severe reading problems. How effective would you be in teaching this student?

1	2	3	4	5	6	7
extremely ineffective			moderately effective			extremely effective

Instructions: Read each of the following paired statements: Determine if you

1. agree most strongly with the first statement

2. agree most strongly with the second statement

Indicate your answer by circling the appropriate number.

38. A. A teacher should not be expected to reach every child; some students are not going to make academic progress.

B. Every child is reachable. It is a teacher's obligation to see to it that every child makes academic progress.

Circle one:

1. I agree most strongly with A

2. I agree most strongly with B

39. A. Heterogeneously grouped classes provide the best environment for learning.

B. Homogeneously grouped classes provide the best environment for learning.

Circle one:

1. I agree most strongly with A

2. I agree most strongly with B

40. A. My skills are best suited for dealing with students who have low motivation and who have a history of misbehavior in school.

B. My skills are best suited for dealing with students who are academically motivated and generally well behaved.

Circle one:

1. I agree most strongly with A

2. I agree most strongly with B

41. A. Low ability students should be encouraged to develop their vocational skills when they enter high school.

B. Low ability students should be encouraged to develop their academic skills when they enter high school.

Circle one:

1. I agree most strongly with A

2. I agree most strongly with B

42. A. Students who are not interested in education and who continually misbehave should be expelled from school until their attitudes improve.

B. Students who are not interested in education and who continually misbehave should be kept in school so that trained teachers can help such students to improve their attitudes.

Circle one:

1. I agree most strongly with A

2. I agree most strongly with B

43. A. Most of my low-ability, poorly motivated students will eventually graduate from high school.

B. Most of my low-ability, poorly motivated students will not graduate from high school.

Circle one:

1. I agree most strongly with A

2. I agree most strongly with B

44. A. When I let myself thing about it, I experience anxiety because I can't really know for certain that I am making a difference in the lives of students.

B. When I evaluate my teaching, I have a feeling of professional confidence because I know rather certainly that I am making a difference in the lives of my students.

Circle one:

1. I agree most strongly with A

2. I agree most strongly with B

45. How stressful do you find teaching basic skills classes?

1	2	3	4	5
Not at all stressful	Mildly stressful	Moderately Stressful	Very stressful	Extremely stressful

46. In general, how stressful do you find teaching?

1	2	3	4	5
Not at all stressful	Mildly stressful	Moderately stressful	Very stressful	Extremely stressful

Please complete the following statements:

47. When my students fail to learn a lesson that I have taught, their failure is probably due to

_____

48. When my students learn a lesson that I have taught, their success is probably due to

_____

49. Suppose you could go back to your college days and start over again: in view of your present knowledge, would you become a teacher? Check one.

_____ CERTAINLY WOULD become a teacher

_____ PROBABLY WOULD become a teacher

_____ CHANCES ABOUT EVEN for and against

_____ PROBABLY WOULD NOT become a teacher

_____ CERTAINLY WOULD NOT become a teacher

Thank you very much for completing our questionnaire.

APPENDIX J

Climate and Control System Coding Sheets

Teacher_____Sch._____Gr._____Subj._____Obs._____Date_____Time_____

Climate and Control System

Robert S. and Ruth M. Soar

	CONTEXT						
	T. Init./ P. Responds Pupil		Follow-up Pupil		P. Initiates T. Responds Pupil		
	Dis-obey	Other	Inapp.	Other	Inapp.	Dev. Act.	Other
Teacher Control	01	02	03	04	05	06	07
11 Praises (SM)							
12 Asks for status							
13 Suggests, guides							
14 Feedback, cites reason							
15 Correct w/o criticism (SM)							
16 Questions for control							
17 Ques., states behav. rule							
18 Directs with reason							
19 Directs w/o reason							
20 Uses time pressure							
21 Reminds Prods							
22 Interrupts, cuts off							
23 Supv. P. closely, immobilizes							
24 Criticizes, warns (SM)							
25 Orders, commands							
26 Scolds, punishes							
27 Nods, smiles, facial feed bk.							
28 Uses "body English", waits							
29 Gestures							
30 Touches, pats							
31 Shh! Shakes head, eye contact							
32 Takes equipment, book							
33 Signals, raps							
34 Glares, frowns							
35 Holds, pushes, spanks							
36 Ignores, abandons							
37 Involvement							

Groupings
41 T. not available
42 Pupil as individual
43 Total group w/teacher
44 Small group w/teacher
45 Individual w/teacher
46 Structured group w/o T
47 Free groups

Teacher
48 Teacher central
49 Moves freely among P
50 Teacher orients
51 Uses surrogate blkbd/av
52 Attends pupil briefly
53 Attends pupil closely
54 Attends P in succession
55 Attends simultan. activ.

Rewards
56 Gives, promises, reward
57 Praises behavior--spec
58 Praises work--spec
59 Praises, general, ind.
60 Praises, general, grp.

Pupil Work
61 Pupil Central
62 Pupil--no choice
63 Pupil--limited choice
64 Pupil--free choice
65 Seat work w/o teacher
66 Seat work w/teacher
67 Works w/much superv.
68 Works w/little superv.
69 Work with socializ.
70 Cooperative work
71 Collaborative work
72 Competitive work

Pupil Behaviors
73 Task related movement
74 Flw routine w/o remind.
75 Aimless wandering
76 Asks permission
77 Reports rule another
78 Tattles
79 Shows bravado
80 Gives reason, direction
81 Speaks aloud w/o permis
82 Seeks reassurance supp.
83 Shows pride
84 Shows fear, shame, humil.
85 Shows apathy

Socialization
86 Almost never
87 Occasionally
88 Frequently

P. Int.-Att to Task
89 Rank 1 low to 5 high

11-24-80

BEST COPY AVAILABLE

Climate and Control System

NEGATIVE AFFECT

Teacher Verbal

A 1		Says "stop it," etc.
A 2		Uses sharp tone
A 3		Rejects child
A 4		Criticizes, blames, warns
A 5		Sounds defensive
A 6		Yells
A 7		Scolds, humiliates
A 8		Other
A 9		Code Involvement

Teacher Nonverbal

A22		Waits for child
A23		Frowns
A24		Points, shakes finger
A25		Pushes or pulls, holds
A26		Shows disgust
A27		Takes material
A28		Refuses to respond to child
A29		Other

Pupil Verbal

A10		Says "No," "I won't" etc.
A11		Teases
A12		Laughs
A13		Tattles
A14		Commands or demands
A15		Makes disparaging remark
A16		Demands attention
A17		Sounds defensive
A18		Finds fault
A19		Threatens
A20		Other
A21		Code Involvement

Pupil Nonverbal

A30		Makes face, frowns
A31		Pouts, withdraws
A32		Uncooperative, resistant
A33		Stamps, throws, slams
A34		Interferes, threatens
A35		Takes, damages property
A36		Picks at child
A37		Pushes or pulls, holds
A38		Hits, hurts
A39		Is left out
A40		Other

POSITIVE AFFECT

Teacher Verbal

A41		Says, "Thank you," etc.
A42		Agrees with child
A43		Supports child
A44		Gives individual attention
A45		Warm, congenial
A46		Praises child
A47		Develops "we feeling"
A48		Is enthusiastic
A49		Other
A50		Code Involvement

Teacher Nonverbal

A62		Accepts favor for self
A63		Waits for child
A64		Gives individual attention
A65		Warm, congenial
A66		Listens carefully to child
A67		Smiles, laughs, nods
A68		Pats, hugs, etc.
A69		Sympathetic
A70		Other

Pupil Verbal

A51		Says "Thank you," etc.
A52		Sounds friendly
A53		Agrees, peer support
A54		Initiates contact
A55		Offers to share, cooperate
A56		Banters
A57		Is enthusiastic
A58		Praises another
A59		Helps another
A60		Other
A61		Code Involvement

Pupil Nonverbal

A71		Helpful, shares
A72		Leans close to another
A73		Chooses another
A74		Smiles, alughs with another
A75		Pats, hugs another
A76		Agreeable, cooperative
A77		Enthusiastic
A78		Horseplay
A79		Other

Code Involvement:
0. None involved
1. Few involved
2. Up to 1/2 the class
3. More than half

BEST COPY AVAILABLE

APPENDIX K

Teacher Practice Observation Record

TEACHER PRACTICES

TOT	I	II	III	
				A. NATURE OF THE SITUATION
				1. T occupies center of attention.
				2. T makes P center of attention.
				3. T makes some thing as a thing center of P's attention.
				4. T makes doing something center of P's attention.
				5. T has P spend time waiting, watching, listening.
				6. T has P participate actively.
				7. T remains aloof or detached from P's activities.
				8. T joins or participates in P's activities.
				9. T discourages or prevents P from expressing self freely.
				10. T encourages P to express self freely.
				B. NATURE OF THE PROBLEM
				11. T organizes learning around Q posed by T.
				12. T organizes learning around P's own problem or Q.
				13. T prevents situation which causes P doubt or perplexity.
				14. T involves P in uncertain or incomplete situation.
				15. T steers P away from "hard" Q or problem.
				16. T leads P to Q or problem which "stumps" him.
				17. T emphasizes idealized, reassuring, or "pretty" aspects of topic.
				18. T emphasizes realistic, disconcerting, or "ugly" aspects of topic.
				19. T asks Q that P can answer only if he studied the lesson.
				20. T asks Q that is not readily answerable by study of lesson.
				C. DEVELOPMENT OF IDEAS
				21. T accepts only one answer as being correct.
				22. T permits P to suggest addition or alternative answers.
				23. T expects P to come up with answer T has in mind.
				24. T asks P to judge comparative value of answers or suggestions.
				25. T expects P to know rather than to guess answer to Q.
				26. T encourages P to guess or hypothesize about the unknown or untested.
				27. T accepts only answer or suggestions closely related to topic.
				28. T entertains even "wild" or far-fetched suggestion of P.
				29. T lets P "get by" with opinionated or stereotyped answer.
				30. T asks P to support answer or opinion with evidence.

BEST COPY AVAILABLE

TOT	I	II	III	D. USE OF SUBJECT MATTER
				31. T collects and analyzes subject matter for P.
				32. T has P make his own collection and analysis of subject matter.
				33. T provides P with detailed facts and information.
				34. T has P find detailed facts and information on his own.
				35. T relies heavily on textbooks as source of information.
				36. T makes a wide range of information material available.
				37. T accepts and uses inaccurate information.
				38. T helps P discover and correct factual errors and inaccuracies.
				39. T permits formation of misconceptions and overgeneralizations.
				40. T questions misconceptions, faulty logic, unwarranted conclusions.
				E. EVALUATION
				41. T. passes judgement on P's behavior or work.
				42. T withholds judgement on P's behavior or work.
				43. T stops P from going ahead with plan which T knows will fail.
				44. T encourages P to put his ideas to a test.
				45. T immediately reinforces P's answer as "right" or "wrong."
				46. T has P decide when Q has been answered satisfactorily.
				47. T asks another P to give answer if one P fails to answer quickly.
				48. T asks P to evaluate his own work.
				49. T provides answer to P who seems confused or puzzled.
				50. T gives P time to sit and think, mull things over.
				F. DIFFERENTIATION
				51. T has all P working at same task at same time.
				52. T has different P working at different tasks.
				53. T holds all P responsible for certain material to be learned.
				54. T has P work independently on what concerns P.
				55. T evaluates work of all P by a set standard.
				56. T evaluates work of different P by different standards.
				G. MOTIVATION, CONTROL
				57. T motivates P with privileges, prizes, grades.
				58. T motivates P with intrinsic value of ideas or activity.
				59. T approaches subject matter in direct, business-like way.
				60. T approaches subject matter in indirect, informal way.
				61. T imposes external disciplinary control on P.
				62. T encourages self-discipline on part of P.

BEST COPY AVAILABLE

APPENDIX L

Research for Better Schools Engagement Rate Form

ENGAGEMENT RATE FORM

State_____

District_____ State #_____ School #_____ Date_____ Grade_____ # Students

School_____ District #_____ Teacher #_____ Coder #___ Present_____

Teacher_____

Coder_____

		1	2	3	4	5	6	7	8
	Time								
READING/LANGUAGE ARTS	Assigned								
	Management/ Transition								
	Socializing								
	Discipline								
	Unoccupied/ Observing								
	Out of Room								
	Total Unengaged								
	Engaged								
MATHEMATICS	Assigned								
	Management/ Transition								
	Socializing								
	Discipline								
	Unoccupied/ Observing								
	Out of Room								
	Total Unengaged								
	Engaged								
	Other Assigned								
	Pull-Out Assigned								
	# Students Present								

Notes: Engaged=Assigned-Total Unengaged [2] To be used only if number of student present changes during period of observation.

[1] Enter the classroom about 5 minutes before observation will begin. Fill out the info in the upper left corner of this form; record the date, grade, number of students present (attendance), and part of class observed (check one: beginning, middle or end) at upper right.

[2] Record observation data (number of students assigned, not engaged, number of students engaged).

BEST COPY AVAILABLE

Observer's comments:

	Time	10	11	12	13	14	15	Total	Engaged Rate
READING/LANGUAGE ARTS	Assigned								Engaged / Assigned
	Management/ Transition								
	Socializing								
	Discipline								
	Unoccupied/ Observing								
	Out of Room								
	Total Unengaged								
	Engaged								
MATHEMATICS	Assigned								Engaged / Assigned
	Management/ Transition								
	Socializing								
	Discipline								
	Unoccupied/ Observing								
	Out of Room								
	Total Unengaged								
	Engaged								
	Other Assigned								
	Pull Out Assigned								
	# Students Present								

3. Add across each row to find the total. If more than one Engagement Rate From was used for a subject area on that day, add the totals for all forms and record these numbers on the last form used.
4. Calculate engagement rates for the day by dividing the Total Number of Students Engaged by the Total Number of Students Assigned for each subject area.

Engagement Rate for Reading/Language Arts: $\frac{\text{Total Students Engaged}}{\text{Total Students Assigned}} = _____$

Engagement Rate for Mathematics: $\frac{\text{Total Students Engaged}}{\text{Total Students Assigned}} = _____$

77 BEST COPY AVAILABLE

APPENDIX M

Observation Data Sheet

Date_____

Column

1-3 _____Deck No.

4-5_____School 01 Gv 02 ES 03 NB

6-7_____Subject Matter (1)_____Math (2)_____Communications

8-9_____Teacher number

10_____Grade level (1)____9; (2)_____10; (3)_____11; (4)____12

11_____Grade span (1)____single grade, (2)____2 grades,

(3)____3 grades

12,13_____Observers (1) Marty (3) Tess (5) Pat B.
(2) Barbara (4) Pam (6) Pat A.

14,15_____No. of students

16,17_____Sexes: ____M

18,19_____ ____F

20,21_____Ethnic groups: ____B

22,23_____ ____W

24,25_____ ____O

26_____Sexes separate: (1)____Yes; (2)____No; (3)____Somewhat

27_____Ethnic groups separate: (1)____Yes; (2)____No;

(3)____Somewhat

Physical Arrangement

28_____Rows_____(check)

29_____Tables and rows_____(check)

30_____Small group tables_____(check)

APPENDIX N

Correlations of Rand Efficacy 1 with Classroom Process Variables

Correlations of Rand Efficacy 1
with Climate and Control System Items

Item		r	p
	Groupings		
B 1	T not available	-.24	.16
B 2	Pupil as individual	.13	.46
B 3	Total group w/teacher	-.13	.47
B 4	Small group w/teacher	.07	.68
B 5	Individual w/teacher	.13	.44
B 6	Structured group w/o T	.09	.58
B 7	Free groups	.06	.73
	Teacher		
B 8	Teacher central	-.10	.58
B 9	Moves freely among Ps	-.12	.50
B10	Teacher orients	.08	.65
B11	Uses surrogate Blkbd/Av	-.08	.64
B12	Attends pupil briefly	.01	.96
B13	Attends pupil closely	.21	.23
B14	Attends P in succession	-.10	.58
B15	Attends simultaneous activities	-.17	.33
	Rewards		
B16	Gives, promises, rewards	.28	.11
B17	Praises behavior -- specific	-.18	.30
B18	Praises work -- specific	.22	.21
B19	Praises, general, individual	.30	.08
B20	Praises, general, group	.18	.30
	Pupil Work		
B21	Pupil central	-.27	.12
B22	Pupil -- no choice	-.02	.92
B23	Pupil -- limited choice	-.07	.67
B24	Pupil -- free choice	.19	.27
B25	Seatwork w/o teacher	-.02	.90
B26	Seatwork w/teacher	.05	.76
B27	Works w/much supervision	.04	.84
B28	Works w/little supervision	.02	.91
B29	Work with socialization	.07	.68
B30	Cooperative work	.01	.94
B31	Collaborative work	.11	.53
B32	Competitive work	-.05	.78
	Pupil Behaviors		
B33	Task-related movement	-.06	.75
B34	Follow routine w/o reminder	-.02	.90
B35	Aimless wandering	.11	.52

B36	Asks permission	-.01	.95
B37	Reports rule to another	.02	.91
B38	Tattles	.18	.29
B39	Shows bravado	-.01	.95
B40	Gives reason, direction	-.14	.32
B41	Speaks loud w/o permission	.07	.69
B42	Seeks reassurance, support	.25	.15
B43	Shows pride	.08	.66
B44	Shows fear, shame, humiliation	-.02	.90
B45	Shows apathy	-.07	.70
	Socialization		
B46	Almost never	.00	.98
B47	Occasionally	-.26	.13
B48	Frequently	.18	.30
	Interest-Attention to Task		
B49	Rank 1 low to 5 high	-.15	.39

Correlations of Rand Efficacy 1
with Climate and Control System Affect Items

Items		r	p
	NEGATIVE AFFECT		
	Teacher Verbal		
A 1	T says "stop it," etc.	-.13	.45
A 2	T uses sharp tone	.17	.32
A 3	T rejects child	-.17	.33
A 4	T criticizes, blames, warns	-.02	.90
A 5	T sounds defensive	.29	.09
A 6	T yells	-.29	.09
A 7	T scolds, humiliates	.03	.88
A 8	T other	.02	.91
A 9	T code involvement	.01	.97
	Pupil Verbal		
A10	P says "no," "I won't" etc.	.08	.64
A11	P teases	.29	.09
A12	P laughs	-.14	.41
A13	P tattles	-.10	.56
A14	P commands or demands	.08	.64
A15	P makes disparaging remark	.05	.79
A16	P demands attention	.11	.52
A17	P sounds defensive	.05	.79
A18	P finds fault	-.10	.56
A19	P threatens	-.06	.74
A20	P other	.00	1.00
A21	P code involvement	.22	.21
	Teacher Nonverbal		
A22	T waits for child	-.11	.52
A23	T frowns	.07	.67
A24	T points, shakes finger	-.07	.70
A25	T pushes or pulls, holds	.00	1.00
A26	T shows disgust	-.14	.41
A27	T takes material	.11	.53
A28	T refuses to respond to child	.02	.92
A29	T other	.23	.19
	Pupil Nonverbal		
A30	P makes face, frowns	.02	.89
A31	P pouts, withdraws	.03	.87
A32	P uncooperative, resistant	-.03	.86
A33	P stamps, throws, slams	-.16	.37
A34	P interferes, threatens	-.06	.74
A35	P takes, damages property	.00	1.00
A36	P picks at child	.02	.93
A37	P pushes or pulls, holds	-.19	.28
A38	P hits, hurts	.12	.48
A39	P is left out	-.20	.24
A40	P other	.03	.87

POSITIVE AFFECT

	Teacher Verbal		
A41	T says, "Thank you," etc.	-.20	.25
A42	T agrees with child	.05	.78
A43	T supports child	-.25	.15
A44	T gives individual attention	-.04	.81
A45	T warm, congenial	.10	.55
A46	T praises child	.04	.83
A47	T develops "we feeling"	-.14	.43
A48	T is enthusiastic	.01	.95
A49	T other	-.04	.83
A50	T code involvement	-.04	.82
	Pupil Verbal		
A51	P says "Thank you," etc.	-.20	.24
A52	P sounds friendly	.00	.98
A53	P agrees, peer support	-.07	.67
A54	P initiates contact	-.14	.44
A55	P offers to share, cooperate	-.24	.17
A56	P banters	.08	.64
A57	P is enthusiastic	-.04	.83
A58	P praises another	-.17	.33
A59	P helps another	-.01	.94
A60	P other	-.06	.73
A61	P code involvement	-.01	.93
	Teacher Nonverbal		
A62	T accepts favor for self	.04	.80
A63	T waits for child	.03	.87
A64	T gives individual attention	.03	.85
A65	T warm, congenial	-.13	.46
A66	T listens carefully to child	-.11	.53
A67	T smiles, laughs, nods	.06	.71
A68	T pats, hugs, etc.	.17	.32
A69	T sympathetic	-.18	.30
A70	T other	.12	.48
	Pupil Nonverbal		
A71	P helpful, shares	.14	.42
A72	P leans close to another	.14	.41
A73	P chooses another	.25	.15
A74	P smiles, laughs with another	-.13	.45
A75	P pats, hugs another	.11	.53
A76	P agreeable, cooperative	-.31	.07
A77	P enthusiastic	-.27	.11
A78	P horseplay	-.01	.96
A79	P other	.10	.57

Correlations of Rand Efficacy 1
with Teacher Practices Observation Record Items

Items		r	p
T 1	T occupies center of attention	.14	.43
T 2	T makes P center of attention	-.41	.01
T 3	T makes some thing as a thing center of P's attention	-.45	.01
T 4	T makes doing something center of P's attention	-.08	.63
T 5	T has P spend time writing, watching, listening	.06	.74
T 6	T has P participate actively	-.06	.73
T 7	T remains aloof or detached from P's activities	-.11	.55
T 8	T joins or participates in P's activities	-.08	.63
T 9	T discourages or prevents P from expressing self freely	-.21	.23
T10	T encourages P to express self freely	.15	.40
T11	T organizes learning around Q posed by T	.16	.35
T12	T organizes learning around P's own problem or Q	.10	.57
T13	T prevents situation which causes P doubt or perplexity	-.10	.55
T14	T involves P in uncertain or incomplete situation	.33	.05
T15	T steers P away from "heard" Q or problem	.18	.29
T16	T leads P to Q or problem which "stumps" him	.17	.32
T17	T emphasizes idealized, reassuring, or "pretty" aspects of topic	.04	.83
T18	T emphasizes realistic, disconcerting or "ugly" aspects of topic	-.20	.24
T19	T asks Q that P can answer only if he studied the lesson	.03	.88
T20	T asks Q that is not readily answerable by study of lesson	-.14	.42
T21	T accepts only one answer as being correct	-.04	.83
T22	T permits P to suggest additional or alternative answers	.05	.80
T23	T expects P to come up with answer T has in mind	-.11	.52
T24	T asks P to judge comparative value of answers or suggestions	.02	.92
T25	T expects P to know rather than to guess answer to Q	-.26	.14
T26	T encourages P to guess or hypothesize about the unknown or untested	-.20	.24
T27	T accepts only answer or suggestions closely related to topic	-.02	.90
T28	T entertains even "wild" or far-fetched suggestion of P	.12	.48
T29	T lets P "get by" with opinionated or stereotyped answer	.00	1.00
T30	T asks P to support answer or opinion with evidence	.00	.98

T31	T collects and analyzes subject matter for P	.00	.99
T32	T has P make his own collection and analysis of subject matter	-.29	.09
T33	T provides P with detailed facts and information	.05	.76
T34	T has P find detailed facts and information on his own	.01	.97
T35	T relies heavily on textbooks as source of information	-.10	.56
T36	T makes a wide range of information material available	.00	1.00
T37	T accepts and uses inaccurate information	-.20	.24
T38	T helps P discover and correct factual errors and inaccuracies	.09	.61
T39	T permits formation of misconceptions and overgeneralizations	.00	1.00
T40	T questions misconceptions, faulty logic, unwarranted conclusions	-.04	.84
T41	T passes judgment on P's behavior or work	-.25	.15
T42	T withholds judgment on P's behavior or work	.33	.05
T43	T stops P from going ahead with plan which T knows will fail	-.17	.33
T44	T encourages P to put his ideas to a test	.00	1.00
T45	T immediately reinforces P's answer as "right" or "wrong"	.09	.60
T46	T has P decide when Q has been answered satisfactorily	-.01	.96
T47	T asks another P to give answer if one P fails to answer quickly	-.24	.16
T48	T asks P to evaluate his own work	-.03	.86
T49	T provides answer to P who seems confused or puzzled	.07	.71
T50	T gives P time to sit and think, mull things over	.14	.41
T51	T has all Ps working at same task at same time	-.10	.57
T52	T has different Ps working at different tasks	.05	.78
T53	T holds all Ps responsible for certain material to be learned	-.04	.83
T54	T has P work independently on what concerns P	.18	.31
T55	T evaluates work of all by a set standard	.04	.81
T56	T evaluates work of different P by different standards	.01	.95
T57	T motivates P with privileges, prizes, grades	-.04	.84
T58	T motivates P with intrinsic value of ideas or activity	-.02	.91
T59	T approaches subject matter in direct, business-like way	-.07	.68
T60	T approaches subject matter in indirect, informal way	-.01	.95
T61	T imposes external disciplinary control on P	-.08	.64
T62	T encourages self-discipline on part of P	-.25	.15

APPENDIX O

Correlations of Rand Efficacy 2 with Classroom Process Variables

Correlations of Rand Efficacy 2
with Climate and Control System Items

Item		r	p
	Groupings		
B 1	T not available	-.19	.26
B 2	Pupil as individual	.20	.25
B 3	Total group w/teacher	-.32	.06
B 4	Small group w/teacher	.29	.09
B 5	Individual w/teacher	.28	.11
B 6	Structured group w/o T	.17	.32
B 7	Free groups	.12	.49
	Teacher		
B 8	Teacher central	-.11	.54
B 9	Moves freely among Ps	.22	.20
B10	Teacher orients	-.15	.37
B11	Uses surrogate Blkbd/Av	-.17	.33
B12	Attends pupil briefly	.04	.82
B13	Attends pupil closely	.33	.05
B14	Attends P in succession	.02	.91
B15	Attends simultaneous activities	-.60	.00
	Rewards		
B16	Gives, promises, rewards	.18	.31
B17	Praises behavior -- specific	-.15	.38
B18	Praises work -- specific	.35	.84
B19	Praises, general, individual	.07	.70
B20	Praises, general, group	-.15	.38
	Pupil Work		
B21	Pupil central	-.26	.13
B22	Pupil -- no choice	.14	.43
B23	Pupil -- limited choice	-.01	.94
B24	Pupil -- free choice	.20	.24
B25	Seatwork w/o teacher	.29	.09
B26	Seatwork w/teacher	.00	.98
B27	Works w/much supervision	-.18	.31
B28	Works w/little supervision	.21	.22
B29	Work with socialization	.26	.14
B30	Cooperative work	-.17	.32
B31	Collaborative work	.15	.39
B32	Competitive work	.01	.97
	Pupil Behaviors		
B33	Task-related movement	.11	.55
B34	Follow routine w/o reminder	.04	.83
B35	Aimless wandering	-.04	.80

B36	Asks permission	.10	.55
B37	Reports rule to another	-.14	.44
B38	Tattles	.10	.55
B39	Shows bravado	.16	.35
B40	Gives reason, direction	-.36	.03
B41	Speaks loud w/o permission	-.11	.54
B42	Seeks reassurance, support	.38	.03
B43	Shows pride	.14	.44
B44	Shows fear, shame, humiliation	-.32	.06
B45	Shows apathy	-.44	.01
	Socialization		
B46	Almost never	-.07	.70
B47	Occasionally	-.04	.78
B48	Frequently	.16	.36
	Interest-Attention to Task		
B49	Rank 1 low to 5 high	-.11	.53

Correlations of Rand Efficacy 2
with Climate and Control System Affect Items

Items		r	p
	NEGATIVE AFFECT		
	Teacher Verbal		
A 1	T says "stop it," etc.	-.05	.78
A 2	T uses sharp tone	.01	.95
A 3	T rejects child	-.14	.41
A 4	T criticizes, blames, warns	-.09	.62
A 5	T sounds defensive	.22	.21
A 6	T yells	-.23	.18
A 7	T scolds, humiliates	-.15	.38
A 8	T other	.05	.79
A 9	T code involvement	-.08	.66
	Pupil Verbal		
A10	P says "no," "I won't" etc.	.28	.10
A11	P teases	.21	.23
A12	P laughs	.00	.99
A13	P tattles	-.11	.54
A14	P commands or demands	.29	.09
A15	P makes disparaging remark	-.18	.31
A16	P demands attention	-.20	.24
A17	P sounds defensive	-.11	.53
A18	P finds fault	.08	.64
A19	P threatens	.12	.49
A20	P other	.00	1.00
A21	P code involvement	.04	.83
	Teacher Nonverbal		
A22	T waits for child	-.14	.41
A23	T frowns	-.04	.82
A24	T points, shakes finger	.18	.30
A25	T pushes or pulls, holds	.00	1.00
A26	T shows disgust	-.13	.46
A27	T takes material	-.09	.61
A28	T refuses to respond to child	-.15	.40
A29	T other	.18	.29
	Pupil Nonverbal		
A30	P makes face, frowns	-.03	.88
A31	P pouts, withdraws	.07	.69
A32	P uncooperative, resistant	.11	.53
A33	P stamps, throws, slams	-.04	.84
A34	P interferes, threatens	-.13	.47
A35	P takes, damages property	.00	1.00
A36	P picks at child	.13	.44
A37	P pushes or pulls, holds	-.34	.05
A38	P hits, hurts	.08	.63
A39	P is left out	-.41	.01
A40	P other	.23	.18

POSITIVE AFFECT

		Teacher Verbal		
A41	T	says, "Thank you," etc.	.04	.81
A42	T	agrees with child	.22	.20
A43	T	supports child	.08	.66
A44	T	gives individual attention	.32	.06
A45	T	warm, congenial	.15	.40
A46	T	praises child	.03	.86
A47	T	develops "we feeling"	.18	.31
A48	T	is enthusiastic	.17	.33
A49	T	other	-.10	.58
A50	T	code involvement	.27	.12
		Pupil Verbal		
A51	P	says "Thank you," etc.	-.06	.73
A52	P	sounds friendly	.04	.80
A53	P	agrees, peer support	-.16	.36
A54	P	initiates contact	.10	.56
A55	P	offers to share, cooperate	-.23	.19
A56	P	banters	-.02	.90
A57	P	is enthusiastic	-.14	.43
A58	P	praises another	-.30	.08
A59	P	helps another	-.21	.08
A60	P	other	.08	.63
A61	P	code involvement	.07	.70
		Teacher Nonverbal		
A62	T	accepts favor for self	.12	.49
A63	T	waits for child	.17	.32
A64	T	gives individual attention	.19	.28
A65	T	warm, congenial	.15	.39
A66	T	listens carefully to child	.15	.40
A67	T	smiles, laughs, nods	.13	.47
A68	T	pats, hugs, etc.	-.10	.56
A69	T	sympathetic	-.10	.55
A70	T	other	.08	.63
		Pupil Nonverbal		
A71	P	helpful, shares	.22	.20
A72	P	leans close to another	.21	.22
A73	P	chooses another	-.08	.65
A74	P	smiles, laughs with another	-.11	.53
A75	P	pats, hugs another	-.09	.61
A76	P	agreeable, cooperative	.15	.39
A77	P	enthusiastic	-.18	.31
A78	P	horseplay	-.02	.90
A79	P	other	.11	.54

Correlations of Rand Efficacy 2
with Teacher Practices Observation Record Items

Items		r	p
T 1	T occupies center of attention	-.02	.91
T 2	T makes P center of attention	-.15	.38
T 3	T makes some thing as a thing center of P's attention	-.36	.03
T 4	T makes doing something center of P's attention	-.25	.15
T 5	T has P spend time writing, watching, listening	-.05	.79
T 6	T has P participate actively	-.05	.78
T 7	T remains aloof or detached from P's activities	-.14	.41
T 8	T joins or participates in P's activities	.00	.99
T 9	T discourages or prevents P from expressing self freely	-.14	.43
T10	T encourages P to express self freely	.04	.82
T11	T organizes learning around Q posed by T	-.17	.32
T12	T organizes learning around P's own problem or Q	.15	.39
T13	T prevents situation which causes P doubt or perplexity	.02	.92
T14	T involves P in uncertain or incomplete situation	.02	.91
T15	T steers P away from "heard" Q or problem	.23	.18
T16	T leads P to Q or problem which "stumps" him	.12	.49
T17	T emphasizes idealized, reassuring, or "pretty" aspects of topic	.12	.49
T18	T emphasizes realistic, disconcerting or "ugly" aspects of topic	-.18	.29
T19	T asks Q that P can answer only if he studied the lesson	-.10	.57
T20	T asks Q that is not readily answerable by study of lesson	-.22	.21
T21	T accepts only one answer as being correct	.04	.83
T22	T permits P to suggest additional or alternative answers	-.12	.49
T23	T expects P to come up with answer T has in mind	.13	.46
T24	T asks P to judge comparative value of answers or suggestions	.22	.21
T25	T expects P to know rather than to guess answer to Q	-.11	.54
T26	T encourages P to guess or hypothesize about the unknown or untested	-.05	.78
T27	T accepts only answer or suggestions closely related to topic	.24	.16
T28	T entertains even "wild" or far-fetched suggestion of P	.08	.63
T29	T lets P "get by" with opinionated or stereotyped answer	.00	1.00
T30	T asks P to support answer or opinion with evidence	.22	.20

T31	T collects and analyzes subject matter for P	.00	.99
T32	T has P make his own collection and analysis of subject matter	-.16	.36
T33	T provides P with detailed facts and information	-.03	.88
T34	T has P find detailed facts and information on his own	-.11	.53
T35	T relies heavily on textbooks as source of information	.18	.30
T36	T makes a wide range of information material available	.00	1.00
T37	T accepts and uses inaccurate information	.08	.63
T38	T helps P discover and correct factual errors and inaccuracies	.04	.81
T39	T permits formation of misconceptions and overgeneralizations	.00	1.00
T40	T questions misconceptions, faulty logic, unwarranted conclusions	-.20	.25
T41	T passes judgment on P's behavior or work	.10	.57
T42	T withholds judgment on P's behavior or work	.08	.66
T43	T stops P from going ahead with plan which T knows will fail	.06	.74
T44	T encourages P to put his ideas to a test	.15	.39
T45	T immediately reinforces P's answer as "right" or "wrong"	.18	.29
T46	T has P decide when Q has been answered satisfactorily	.04	.84
T47	T asks another P to give answer if one P fails to answer quickly	-.03	.85
T48	T asks P to evaluate his own work	.11	.54
T49	T provides answer to P who seems confused or puzzled	.05	.77
T50	T gives P time to sit and think, mull things over	-.15	.39
T51	T has all Ps working at same task at same time	-.18	.31
T52	T has different Ps working at different tasks	.06	.72
T53	T holds all Ps responsible for certain material to be learned	.06	.71
T54	T has P work independently on what concerns P	-.08	.64
T55	T evaluates work of all by a set standard	.26	.14
T56	T evaluates work of different P by different standards	-.02	.90
T57	T motivates P with privileges, prizes, grades	.15	.40
T58	T motivates P with intrinsic value of ideas or activity	-.09	.59
T59	T approaches subject matter in direct, business-like way	.06	.71
T60	T approaches subject matter in indirect, informal way	-.10	.56
T61	T imposes external disciplinary control on P	-.08	.63
T62	T encourages self-discipline on part of P	-.02	.91

APPENDIX P

Teacher Efficacy Projective Test

A teacher is talking to a parent

1. What's happening?

2. What has led up to this situation? What has happened in the past?

3. What is being thought or felt? What is wanted by whom?

4. What will happen? What will be done?

A teacher is talking to a student

1. What is happening?

2. What has led up to this situation? What has happened in the past?

3. What is being thought or felt? What is wanted by whom?

4. What will happen? What will be done?

A teacher is talking to the principal

1. What is happening?

2. What has led up to this situation? What has happened in the past?

3. What is being thought or felt? What is wanted by whom?

4. What will happen? What will be done?

A teacher is talking to a class

1. What is happening?

2. What has led up to this situation? What has happened in the past?

3. What is being thought or felt? What is wanted by whom?

4. What will happen? What will be done?

APPENDIX Q

School Climate: Improving Academic Achievement

Improving Basic Skills of Low-Achieving High School Students

Is it possible to increase significantly the reading and mathematics achievement of high school students who have a long and consistent history of failure and who live in disadvantaged circumstances? The answer to this question is a definite"Yes, teachers can make a difference!"

Research has revealed that there are a number of important teacher characteristics that distinguish between schools which are successful in raising low achieving students' achievement and those which are unsuccessful. Several recent studies indicate that teachers who have a strong sense of efficacy, who are confident of their ability to teach, even when students come from difficult home backgrounds or are difficult to motivate, are more likely to have students who improve their basic skills performance.

The purpose of this workshop is to discuss the nature of teachers' sense of efficacy and the ways in which it is likely to affect student and teacher behaviors and ultimately increase student achievement. In talking with teachers, observing their classes and reading some of their thoughts about teaching, we have identified some characteristics of teachers' sense of efficacy:

1. A Sense of Personal Accomplishment:

   +1. Teachers with a high sense of efficacy feel that their work with students is important and meaningful; they feel that they indeed have a positive impact on student learning.

   -1. Teachers with a low sense of efficacy feel frustrated and discouraged about teaching. They feel that they are not making a difference in their students' lives and question the value of their work.

2. Positive Expectations for Student Behavior and Achievement:

   +1. Teachers with a high sense of efficacy expect students to progress and, for the most part, find that students fulfill their expectations.

   -1. Teachers with a low sense of efficacy expect their students to fail, to react negatively to their teaching effort, to misbehave.

3. Personal Responsibility for Student Learning:

   +1. Teachers with a high sense of efficacy feel that it is their responsibility to see that children learn, and when their students experience failure they examine their own performance for ways they might have been more helpful.

-1. Teachers with a low sense of efficacy place the responsibility for learning on their students, and, when they fail, they look for explanations in terms of the students' ability, family background, motivation, or attitude.

4. Strategies for Achieving Objectives:

+1. Teachers with a high sense of efficacy plan for student learning. They set goals for themselves and their students and identify strategies to achieve them.

-1. Teachers with a low sense of efficacy tend to lack specific goals for their students. They are uncertain about what they would like their students to achieve and do not plan teaching strategies according to identifiable goals.

5. Positive Affect:

+1. Teachers with a high sense of efficacy feel good about teaching, about themselves, and their students. They are enthusiastic about their students' progress.

-1. Teachers with a low sense of efficacy are frustrated with teaching, and often express discouragement and negative feelings when talking about their work with students.

6. Sense of Control:

+1. Teachers with a high sense of efficacy are confident that they are able to influence student learning.

-1. Teachers with a low sense of efficacy experience a sense of futility in working with students, often expressing the feeling that no matter how hard they try, they are unable to influence or motivate many of their students.

7. Sense of Common Teacher-Student Goals:

+1. Teachers with a high sense of efficacy feel that they are involved in a joint venture with students to achieve goals that they share in common.

-1. Teachers with a low sense of efficacy feel that they are engaged in a struggle with students whose goals and concerns are in opposition to theirs. While they are concerned about teaching and student achievement, they feel that their students are interested in avoiding work and resisting their efforts at motivation.

8. Democractic Decision Making:

+1. Teachers with a high sense of efficacy involve students in decision-making regarding goals and strategies for achieving them.

-1. Teachers with a low sense of efficacy impose their decisions regarding goals and learning strategies on students without involving them in the process of decision-making.

9. Affection for Students:

+1. Teachers with a high sense of efficacy express a genuine sense of caring for their students; they talk about students with a sympathetic, sensitive appreciation for their youthfulness and uniqueness.

-1. Teachers with a low sense of efficacy express hostility and disdain for students; they talk about students with a deprecatory tone that is depersonalizing.

Efficacy Behaviors

Teachers who express a high sense of efficacy typically communicate this feeling to students by specific behaviors which are likely to affect student motivation and, subsequently, student achievement. We have observed the following behaviors among teachers who exhibit a high sense of efficacy:

Elevating Expectations:

The teacher communicates to students that s/he expects good work and has confidence in the ability of the students to perform well.

Examples:
- Identifying the performance standards that will be expected.
- Returning a student's work because those standards have not been met.
- Before introducing an assignment, explaining that hard work is expected and will result in success.
- Praising students for their accomplishments and explaining that you expect them to continue their progress.
- Teacher says, "You are all doing well. Why do you think you won't pass? You're doing a good job."
- Teacher says, "See how good you can do when you really try it."

Valuing:

Teachers communicate that they take work of the students as important and that the students should do the same. Student work is highly valued when a teacher gives positive feedback to an individual or whole class, displays work, assumes or expects students to be interested in their work, assumes that students will be interested in the work of other students.

Valuing behavior is indicative of positive effectiveness and positive efficacy. It is, of course, possible for teachers to value the work of some students but to devalue the work of others.

Pushing:

The teacher verbally encourages students to get going, to do their work. Sometimes pushing is used in non-verbal situations, for example, when a teacher stares at a student who is off task.

Pushing is implied everytime a teacher monitors seatwork and tells a dawdling student to get on with the task. But monitoring and quieting behavior is not always intended to push students to do academic work. It appears that sometimes teachers monitor and quiet students simply as a bargain for silence rather than an insistence on work.

Pushing does not imply going faster but rather getting on task.

Causes: The sources of pushing are found in a teacher's belief regarding efficacy. Obviously a teacher who does not believe a student can do his or her work or does not care whether a student performs well will not use pushing behavior.

Consequences: The outcome of pushing, when successful, may be assumed to translate into academic achievement. It is possible to conceive of a teaching situation in which a teacher's pushing behavior was perceived by the students as carping. In such cases students might stop their work and rebel. But, in general, pushing is a sign of high efficacy and high effectiveness.

Greeting Behavior:

Greeting behavior is part of a larger composite of ritualistic behavior. Greeting behavior is used when teachers and students engage in warm greeting and casual discussions before the class period began.

Opening Ritual (Beginning):

Effective teachers usually have a formal, almost ritualistic, signal that indicates that the class has begun and that no further "unbusinesslike" behavior will be tolerated. For example, a teacher may announce "The bell has rung." Similar comments might include "All right the class has begun. Let's get going," or "quiet down and get in your seats. We've got a lot to do."

Closing Ritual (Ending):

Effective teachers tend to have a formal procedure for signalling the end of class. A recurring system for dismissal discourages students from

quitting before quitting time. A teacher who has a definite closing ritual would discourage students from closing their books and putting assignments away before the agreed upon signal.

Ending rituals may be followed by some informal chatting between teacher and students. This is usually student initiated but is the result of a teacher's willingness to chat.

Equalizing Response Opportunities:

The teacher gives students equal time to respond. Most teachers give high achieving students more opportunities to respond than low achieving students. This tendency creates a self-fulfilling prophecy for low achieving students; that is, the teacher does not think they will be able to answer the question or read the passage; not given the opportunity to respond, they become less involved in the class and learn less; the teacher sees them as less able, and their chances to participate are reduced even more.

Equalizing Feedback:

The teacher responds to students equally. The low efficacy teacher is less likely to react to low achieving students' work, either in a negative or positive way. Whenever possible, the high efficacy teacher provides immediate feedback to low-achieving students, and while this feedback may at times be negative, the student learns that the teacher cares enough to take his/her work seriously.

Equalizing Teacher Help:

The high efficacy teacher helps low-achieving students as often as other students. Very often low achievers are reluctant to seek help, while high achievers can be overly aggressive in demanding the teacher's attention. The result is that the low achievers get less of valuable teacher time. To avoid this inequity, the teacher must initiate contact more often with the low achievers until their reluctance to seek help has been overcome.

Waiting:

All students are given time to think to respond successfully to the teacher's questions. Often low achievers are not given as much time to answer as other students. Teachers assume that hesitancy means the low achiever once again does not know the answer and another student is called on sparing everyone embarrassment and/or loss of time. Teachers who believe that low achievers can succeed will give them more time to think and will provide cues to help them come up with the correct answer.

Praising:

The high efficacy teacher expresses enthusiasm for students' work and is specific about the behavior that is being praised. Typically, low achievers receive significantly less praise than other students, though they are more likely to respond positively to it when they receive it (the power of relative deprivation). High efficacy teachers consciously look for opportunities to give encouragement, by praise, to low achievers' specific accomplishments.

Respecting:

The teacher with a high sense of efficacy treats all students with courtesy and dignity and does not tolerate students' mistreatment of each other. The teacher who has low expectations for low achieving students tends to treat them as inferior.

Inefficacy Behaviors

Teachers who express a low sense of efficacy typically communicate this feeling to students by specific behaviors which are likely to affect student motivation and, subsequently, student achievement. We have observed the following behaviors among teachers who exhibit a low sense of efficacy:

Lowering Expectations:

The teacher conveys the message that s/he does not expect students to perform well academically, will accept mediocre work, will not read papers when they are handed in.

Examples:
- Teacher says, "I don't expect you to get them all right. That would mean the exercise was too easy, and I would have to give you something harder."
- Teacher says, "O.K. You act like second graders. I'll just have to treat you like second graders."

Sorting:

The teacher publicly identifies students who are behind or publicly identifies students by ability level.

Examples:
- Teacher uses ability groups for instruction.

- Teacher has students call out their grades aloud after grading their work.

- Teacher publicly identifies students who performed poorly on a test.

Devaluing:

A teacher may devalue or sanction the devaluation of a student's work or product of a student's efforts. This can be a subtle enterprise. For example, a teacher may say that her students can pick up their notebooks on Russia if they want them, or she may pass around the waste basket so students can throw their projects away as soon as she returns them to the students. The implication here is that the work students have done is not highly valued, and the students are not expected to care particularly about their work themselves. In another instance, the teacher talks while a student is delivering a report or reading to the class. Similarly, a teacher may tolerate a good deal of classroom noise while a student gives an oral report. In another instance, a teacher calls on a student to give a report. The student comes up to the front of the class, but the teacher begins to talks on other things. The student must wait five minutes before it becomes time for his/her report. Then when the student gives the report the teacher talks to another teacher and does not monitor the class noise. In one instance the situation got so bad that a student ended her report prematurely saying, "Oh! the heck with it" and sat down.

Excommunication:

Excommunication occurs when the teacher systematically cuts a student or group of students out of all activities. They are not asked to work, not given assignments, not called on during recitation time, not expected to achieve.

Excommunication is sometimes a subtle process and may be accompanied by a teacher's proclamation that the child is capable but that he or she will not accept that fact. The teacher may reveal her sense of helplessness by declaring, "I wish there was something I could do to help!"

Teachers often find ways to send excommunicated students from the room. They are either sent to the library or in extreme cases just told to get out of the class. There are also probably degrees of excommunication. That is, a teacher may totally excommunicate one or two students in a class, spend very little time with another three or four students at the bottom of the achievement ladder, and be quite attentive to all the other students in the class.

Shot-gunning:

Shot-gunning occurs when the teacher asks a question of the entire class, inviting choral response. Frequently a teacher will ask a question, listen to the choral response, pick out an answer that she deems appropriate, and will praise that answer. "Yes, that's good, Tommy." Shot-gunning also occurs when a teacher asks a question of a specific student (spot-lighting) but accepts answers from anyone who yells them out.

Shot-gunning is generally a poor teaching technique. If teachers ask questions of the whole class, students have the opportunity to duck questions they do not know or questions that they find difficult. Thus, shot-gunning questions are not an evaluative enterprise. They do not give a teacher an accurate reading of whether or not the class understands. They invite students to engage in "impression management," that is, they give the teacher the impression they know what they are doing by only answering questions where they are sure they will have a correct answer. Shot-gunning also allows some students to disappear in class.

It may be an effective device to ask a question of the entire class (so that everyone is alerted to the task at hand) and then to focus the questions toward one or more students. Spot-lighting a question in advance to one student may serve as a signal to other students that they can pay attention to other things.

Questions for Control (Questioning):

A teacher uses questions inappropriately when they are used as means of punishment, or when a teacher questions a student who is not paying attention or questions as a means of humiliating a student when the teacher knows the student will not answer correctly. It may be a way of paying a student back for not paying attention or for becoming a discipline problem. In this way teachers communicate to students negative expectations and attitudes.

Distancing:

The teacher communicates low expectations of students when s/he distances herself or himself from low achieving students. Students should not be isolated in far corners of the room except in cases where the student chooses to do this to avoid distraction.

SUMMARY

The basic skills of low-achieving students can be increased by:

(1) Elevating students' expectations for success

(2) Valuing their work

(3) Pushing them to complete work

(4) Never giving up on students

(5) Giving each student equal opportunities for responding and receiving teacher feedback and help

(6) Praising students' specific accomplishments

(7) Modelling respectful treatment of all students

(8) Giving all students ample time and sufficient clues to answer teacher questions successfully

(9) Listening carefully to their comments

(10) Accepting their feelings

(11) Giving students opportunities to set achievement goals and identify strategies for achieving them

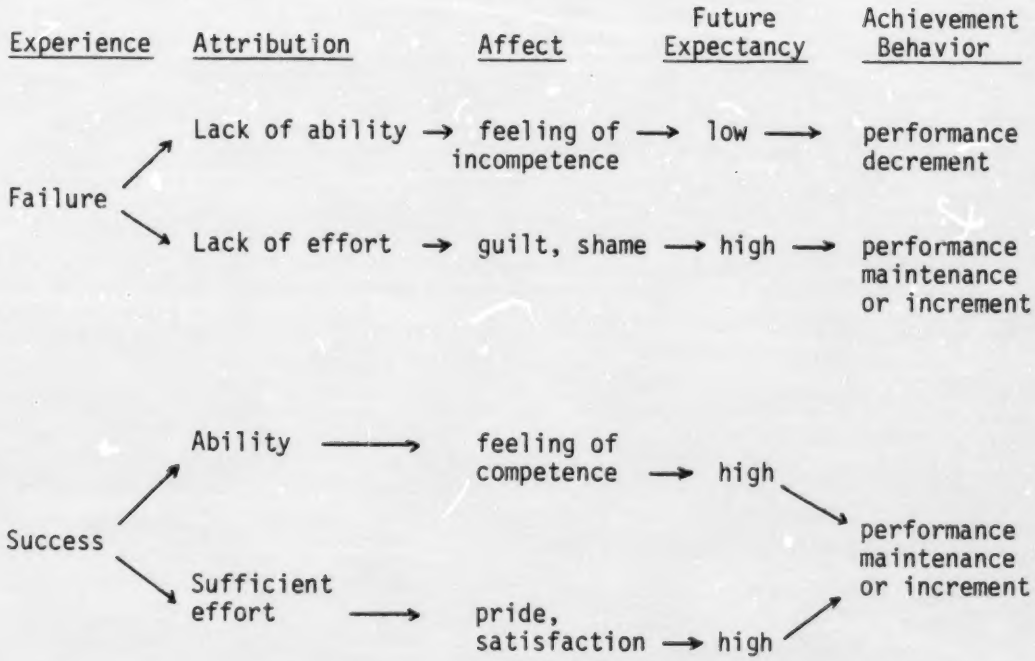
The Role of Attributions in Teacher-Student Behavior

When students fail, teachers generally seek explanations for their failures. The most common causes teachers use to explain student failure are the student's ability, motivation, personality, their ineffective teaching, or the difficulty of the task. The teacher's attribution of the failure to one of these causes will be dependent on past experiences and expectations as well as the student's present performance. If the teacher feels that the student was really trying then the teacher will generally be sympathetic and willing to give the student further help. However, if the teacher perceives the student to be "lazy", unmotivated, or resistant, the teacher is more likely to become angry and frustrated, and eventually, may give up on the student.

In a similar fashion, the student makes attributions regarding the cause of failure and may blame the teacher, the difficulty of the task, or disruption of other students, but more often the student will attribute the failure either to a lack of ability or a lack of effort. The figure on the next page illustrates the effect these attributions are likely to have on the student's future achievement behavior.

Generally, students who are successful develop a self-concept of high ability and those who experience failure develop a self-concept of low ability. Students who attribute their success to high ability are likely to engage actively in achievement activities. Because such attributions lead to a sense of accomplishment and future expectations of success, these students attribute failure to something other than ability, for example, luck, difficulty of the task, or poor teaching, and they will seek challenging tasks and persist despite failure. In contrast, expecting failure, students with low ability self-concepts tend to avoid achievement situations, when possible, give up easily when confronting a difficult task, and attribute their infrequent success to luck, task ease, or some other uncontrollable cause, perpetuating their self-concept of low ability and expectations of failure in the future.

Teachers are likely to have great difficulty in motivating students who have come to attribute their failure to lack of ability. The longer the student's history of repeated failure, the more difficult it will be to overcome the student's expectations for future failure. A research study conducted by Carol Dweck demonstrated that once students developed a low self concept of ability (i.e., a sense of helplessness) merely providing continuous success experiences did not overcome the problem. Dweck showed that students with a low self concept of their ability need to learn a new attribution for their failure. To overcome the debilitating effects of past failures, they must learn to attribute their failure to lack of effort. Thus, while teachers need to provide students with opportunities for success on which to build a self-concept of high ability, they must also help students confront their failure directly by helping them identify ways in which greater effort would have led to success.



Adapted from Weiner, Educational Researcher, July-August, 1980

According to Diener and Dweck (1980), children with a low self-concept of ability do not respond to their success and failure in the same way that students with a self-concept of high ability do. When they are successful, low-self concept children devalue their performance; they underestimate the extent of their success: they apparently use a different comparison group for themselves, comparing themselves to their very best classmates while students with a high self-concept compare themselves to average classmates; low self-concept students do not view their present success as predictive of future success, because they do not attribute their success to their ability like high self-concept children do. Thus, low self-concept children are likely to benefit if teachers help them to identify and focus on their success and attribute it to their ability.

High and low self-concept children also differ in their reactions to failure. Children with a high self-concept do not perceive failure as failure. They simply accept corrections as useful information rather than evaluations of incompetence, while low self-concept children tend to exaggerate their failure, as they underestimate their success. They need to be encouraged to accept their mistakes as helpful guidance toward an eventual successful performance instead of incontrovertible evidence of their failure.

For many low-achieving students, learning that they can have an effect on their own academic achievement by increasing their effort is a revelation. They have come to see themselves as helpless "pawns" at the mercy of a merciless system. Learning to assume responsibility for their success and failure is a giant step toward achievement, if it is accompanied by success experience. A very effective technique for enabling students to assume personal responsibility for learning is the learning contract. Choice is a powerful motivator. When students are given the opportunity to select specific learning objectives or strategies for learning, their motivation will be strengthened. Thus combining opportunity for choice and some self-determination in the form of a learning contract can enable students to take control of their educational destiny.

Motivation, however, is not merely a function of attribution and expectations. Critical to motivation is the role of incentives and values. That is, the student must value academic achievement in order to be motivated to excel, and there must be incentives linked to the desired learning behaviors, if they are to be maintained. Students tend to share certain values and respond to certain incentives. From your experiences with students what values and incentives do you find will motivate them?

Student Acceptance of School Norms

If principal and faculty unite to provide a coordinated school program emphasizing achievement of basic skills, what will insure that students will respond to this program? Much has been written about the inevitable conflict between teacher expectations and student needs, especially during the adolescent years, of the student's need for

independence and socialization dominating the teacher's concern for academic standards. Certainly, there will be evidence of this conflict in any school, but Michael Rutter and his colleagues are reassuring in specifying conditions that will facilitate student acceptance of teacher standards of behavior and performance. These conditions include:

1. Good working conditions--a pleasant, attractive school, kept clean and decorated with student projects; provisions for meeting students' personal and social needs in ways that reflect trust and care for students; for example, access to a phone, availability of refreshments, being allowed in the building during breaks.

2. Teachers readily available to talk with students about personal problems, consistently responsive to the personal needs and interests of students, and understanding about their difficulties.

3. Consistent focus on the positive attributes of student behavior and performance. This positive emotional tone in which students learn to accept praise and approval from teachers is likely to increase student willingness to perform according to teachers' expectations.

4. Shared activities of faculty and students and out-of-school outings. Activities in which teachers can to some extent shed the authoritative, evaluative aspect of the teaching role and engage with their students in joint activities toward a common goal are certain to reduce the conflict and divisiveness inherent in the teacher-student roles. Thus, students can come to appreciate the values they share in common with their teachers.

5. Student positions of responsibility. When students are given responsibilities that require competence and maturity, they are likely to assume those characteristics. In addition, they may assume the values associated with the role. Thus, if a student is assigned the role of "peer-tutor" or "teacher-aide," s/he is likely to assume a more responsible demeanor and exude greater self confidence.

6. Shared decision-making. When students are given a role in determining the school norms and sanctions, they are much more likely to accept them as their own.

7. Peak learning experiences. To combat students' tendency to see school as work, as drab, as boring, occasionally plan something dramatic and vivid that students will remember as significant in their learning experience.

APPENDIX R

Middle School and High School Teacher Interview Questions

Efficacy Open-Ended Questionnaire

Instructions: I'd like to ask you a number of questions regarding the problems and rewards of teaching. Of course, your comments are confidential and will not be identified by your name, your school or even grade level.

1. Teachers are asked to pursue many goals and to accomplish many things. Of all the things that you do as a teacher, identify the one which you think is most important. (Probe until you have a clear sense of what the teacher identifies as her primary objective.)

2. How can you tell if you are achieving the objective you have just identified? (Probe here until you get some specific indicators the teacher uses to define success.)

3. What kinds of things make it most difficult to achieve the objectives you have identified? (Probe here until the teacher identifies specific problems which impede her progress.)

4. What kinds of students are most difficult to reach? That is, what type of students are least likely to meet your identified objective? (We are interested in student types, e.g., poverty kids, black kids, bright kids, rich kids, and so on. However, the teacher may find it easier to talk about specific students. That's fine, but stay with the questioning long enough so that you can go beyond specific personalities and get a sense of the "kinds of students" the teacher is talking about.)

5. In the first question I asked you to identify the objective you think is most important for you to accomplish. I'd like now to ask you what the second most important objective is. (Probe here until you get an objective that is clearly different from the first objective the teacher identified. For example, if the teacher's first objective was to teach math--an academic skill--we would want the teacher to identify an objective in another area. If a teacher said her second objective was to teach geometry, we would proble until she offered an objective that was less obviously academic.)

6. How can you tell if you are achieving the objective you have just identified? (Probe here until you get some specific indicators the teacher uses to define success.)

7. What kinds of things make it most difficult to achieve the objectives you have identified? (Probe here until the teacher identifies specific problems which impede her progress.)

8. What kinds of students are most difficult to reach? That is, what type of students are least likely to meet your identified objective? (We are interested in student types, e.g., poverty kids, black

kids, rich kids, and so on. However, the teacher may find it easier to talk about specific students. That's fine, but stay with the questioning long enough so that you can go beyond specific personalities and get a sense of the "kinds of students" the teacher is talking about.

9. Teachers often change their objectives as they gain experience in the classroom. I'd like you to compare your objectives with those you had as a beginning teacher. Are there any large differences? What are they? (Probe here until you get a clear sense of the different objectives and an understanding of why the teacher changed her objectives. Another way of asking this question might be, Did you have any difficulties as a beginning teacher which you have now overcome?)

10. I have observed your and classes. (Identify classes by period.) Would you please identify your favorite student in that class. Tell me what there is about this student that appeals to you. (Probe until you have gained an understanding of what the teacher takes to be an ideal student. We want to know what kind of students catches her attention and tickles her fancy.)

11. Again limiting yourself to the classes which I have observed, who would you say is your worst student? (Probe until you know what kind of student most offends this teacher.)

12. What kind of support do you get from the administration?

13. What kind of help don't you get--but you think you should get--from the administration?

14. Name one or two teachers in the school who are most like you. Identify why you believe they are like you.

15. Identify one or two teachers who are least like you and explain why you feel they are different from yourself.

16. Are there teacher cliques at school, and if so what are they like? (Probe here until you identify the factors which organize the cliques and the social results of clique behavior.)

17. Does the principal play favorites in this school? That is, are there in groups and out groups? If so, how do individuals get into the in group and stay out of the out group?

18. Most teachers would say that there are students that they never reach. Are there students you have failed to reach this year? Who are they and what are they like? (Probe here until you know when the teacher will give up on a student. Try also to determine how many students fell into this category this year.)

19. What do you think the students you have just identified will be doing five years from now? Ten years from now? Twenty years from now?

20. Do you adopt different teaching strategies for different classrooms? Please describe those strategies and what you are trying to achieve by adopting those strategies.

21. What are your strong points as a teacher?

22. Where do you think you need to improve as a teacher?

23. Are there constraints on you that limit your effectiveness? If so, what are they? (Probe here to find out what the teacher would like to be doing but cannot do.)

24. Tell me what you think of the ability grouping arrangements in this school.

25. How did your classes do this year?
How can you tell?
How did they do on the Metropolitan Achievement Tests?
What do you think of these tests?
What percentage of students do you feel did <u>not</u> make enough progress this year? Why?

26. (Note to the interviewer: This question demands some preparation. Identify a classroom situation which transpired recently. Turn the teacher's attention back to that situation. The instance you specify should be ambiguous enough that her explanation will give you some insight into her thinking. When you are sure that she remembers the situation you have specified, ask the following questions.) What were you trying to accomplish in that lesson (instance)? Did you accomplish what you set out to do? How can you tell? If you had to do it over again, what would you do differently?

27. (Note to the interviewer: Identify two or three students who appeared to be atypical and troublesome in the classroom. Ask the teacher the following questions.) Can you tell me something about ? What has (his/her) year been like in your classroom? Why do you think (he/she) is not doing well here? (Our effort in these questions is to see what strategies the teacher might have used with the student in question, how early in the year the student was written off, and whether the teacher accepts any responsibility for the student's difficulties.)

28. How do you think the majority of your students would describe you if they were being candid? How do you think the majority of the faculty would describe you if they were being candid? How do you think the principal would describe you if he were being candid?

29. Compare this school with other schools with which you are familiar. Is it better or worse? Why? (Probe here until the teacher has

identified what s/he takes to be the strong points and the weak points of the school.)

30. When you are having difficulty as a teacher, who do you go to for help? (Probe for specific names.) What kind of help do you get from that person? (Probe here until you understand whether the teacher gets specific suggestions or whether the relationship is more "therapeutic". That is, does she commiserate with her helper or does she analyze problems and try to solve them?)

31. What are the specific rules that you have in your classroom which you feel most of your students know and understand? What rules do you have which you find it most difficult to enforce?

32. What do you find rewarding as a teacher? That is, what do you get from your students, peers, remuneration, and so on, which makes teaching worthwhile? Have you ever thought of leaving teaching? What kinds of things make you consider leaving the profession? If you had it to do over again, do you think you would choose teaching? Why?

33. If you could pursue only one objective as a teacher, what would that objective be? (Probe here until you get a sense of whether the teacher tends toward valuing basic skills or interpersonal relationships.)

34. What kinds of discipline problems have you had this year?

35. Do you have adequate materials? If not, what materials would you need in order to do your job well?

36. Describe a typical work day in your life. Begin with the time you get up and describe what you do until you go to bed at night.

37. We hear a good deal about teacher stress these days. What kinds of things have caused you stress this year?

38. How can you tell when you are under stress and what do you do about it?

39. Teachers sometimes claim that they change with experience. Think back to when you began teaching and consider how you have changed. Have your objectives changed? Have your teaching strategies changed? Have your relationships with students changed? Are you less idealistic? How so?

40. How do you feel about the competency test for new teachers? How would you feel about extending competency testing to teachers already in the field? What kinds of things would you think should be on a competency test if you were to write it?

BASIC SKILLS TEACHER QUESTIONNAIRE

Long Form

Instructions: I'd like to ask you a number of questions regarding the problems and rewards of teaching. Of course your comments are confidential, and we will not identify your opinions by name, school or even grade level.

1. Teachers are asked to pursue many goals and to accomplish many things. Of all the things you do as a teacher, identify the one which you think is most important.

   (Probe until you have a clear sense of what the teacher identifies as her primary objective.)

2. Is this your primary objective in your Basic Skills classes?

   (Probe until you have a clear sense of what the teacher identifies as her primary objective in Basic Skills classrooms.)

3. How can you tell if you are achieving your primary Basic Skills objective?

   (Probe until you have some specific indicators the teacher uses to define success.)

4. What kinds of things make it most difficult for you to achieve the general objective you identified in question 1?

   (Probe until the teacher identifies specific problems which impede her progress in Basic Skills classes.)

5. What kinds of students are most difficult to reach?

   (We are interested in student types, e.g., poverty children, black kids, bright students, rich kids, and so on.)

6. (If applicable, ask the following question): Within your Basic Skills classes what type of students are least likely to meet the objectives you have set for these classes?

   (Probe until the teacher identifies specific student types.)

7. What do you think these kinds of students will be doing five years from now? Fifteen years from now?

8. Of all the students you teach, would you please identify one or two of your favorite pupils. Tell me what there is about these students that appeals to you.

   (Probe until you have gained an understanding of what type of student the teacher sees as ideal.)

9. Of all the students you teach, identify one or two of your worst students. What is there about these students that makes them difficult?

   (Probe until you know what kind of student offends this teacher.)

10. What kind of support does a Basic Skills teacher need from the school administration in order to do his or her job well? Are you getting that support here? Why or why not?

11. Do you have adequate materials for your Basic Skills classroom? If not, what kinds of materials would you need in order to do your job well? Why aren't you getting the materials you need?

12. Are there other constraints on you that limit your effectiveness as a Basic Skills teacher? If so, what are they?

    (Probe to find out whether the teacher blames herself or conditions external to herself.) If the teacher identifies problems of only one kind (it's all my fault) ask why he/she does not identify other kinds of problems.

13. Do you adopt different teaching strategies for your Basic Skills classroom and your regular classes? Please describe those strategies.

14. Tell me what you think of the ability grouping arrangements in this school.

15. How do you think the majority of your students would describe you if they were being candid?
    How do you think the majority of the faculty would describe you if they were being candid?
    How do you think the principal would describe you if he or she was being candid?

16. If you wanted to improve your classroom teaching, what kind of person would you want to observe in your class and offer suggestions?

    (Probe for specific characteristics of that person and the kinds

of help that person could offer.)

Who in this area fits the description you just gave and would be able to offer you the help you want?

(If the teacher identifies a specific person, ask if she has sought help from that person and if not, why not?)

17. What do you find rewarding as a teacher? That is, what do you get from your students, peers, social status, salary, etc., which makes teaching worthwhile?

(Allow the teacher to answer this question but probe to see if she gets satisfaction from teaching in the Basic Skills area.)

18. Teachers sometimes claim they change with experience. Think back to when you began teaching and consider how you might have changed. Is teaching as satisfying for you as you hoped it would be? Why or why not? Have your relationships with students changed? Are you less idealistic now? How so?

19. Do you think teaching has changed over the past five to ten years? How so? Why?

BASIC SKILLS TEACHER QUESTIONNAIRE

Short Form

Instructions: I would like to ask you a number of questions regarding the problems and rewards of teaching. Of course, your comments will be considered confidential and we will not identify your opinions by name, school or even grade level.

1. How many basic skills classes do you teach during the day?

2. Is that too few, too many, or about the right number? Why do you say that?

3. On what basis were you chosen to teach basic skills classes? Did this make sense to you or would you prefer that other criteria be used for selecting basic skills teachers?

4. What would you think of being assigned to teach only basic skills classes? Please explain.

5. What do you think of the idea of testing students for competency in basic skills in the 3rd, 5th, 8th and 11th grades?

6. Do you think a passing score on the basic skills test should be a requirement for graduation from high school?

7. Do you assign homework in your regular classes? Why or why not?

8. Do you assign homework in your basic skills classes? Why or why not?

9. How do you decide what to teach in your basic skills classes?

10. Some teachers feel that the basic skills objectives are so specific that little or no lesson planning is required. Do you agree or disagree with that idea?

11. Do you generally employ whole group instruction or do you teach small groups and individual lessons most of the time? Why?

12. Do you feel well prepared to teach basic skills classes? If so, what prepared you for this job? If not, why not?

13. How did your basic skills classes do this year?
How can you tell?
What percentage of your students passed their test?
What percentage of students who did not have to take state tests do you feel made enough progress during the year? How could you tell?

14. County data indicate that some schools in this area are doing better than others in basic skills tests. How is your school doing in comparison with others? What accounts for this?

15. What is the best thing about teaching basic skills students?

16. What is your biggest complaint or major concern about teaching basic skills classes?

17. What was the best class you ever taught?
What was the worst class you ever taught?
What was it about your good class that made it special?
What was it about your worst class that made it difficult?
Would just about any teacher have had the same difficulties that you had with your worst class?
Would just about any teacher have had the same success with your best class?
Are there any poor teachers at this school? We're not asking for their names. We're just asking if you are aware of any poor teachers. How do you know they're poor teachers?
How do you know who the good teachers are?
Are you a good teacher?
How do you know?
Do teachers make judgments about the abilities of their fellow teachers? On what basis do they make such judgments?

APPENDIX S

Interviews with a High-Efficacy and a Low-Efficacy Teacher

Interview with a High Efficacy Teacher

Question: What's your impression teaching basic skills classes?

Answer: I enjoy teaching basic skills. The students definitely need the assistance. They need my help. Most of them really want to master those skills. And I find the students are in many ways more enjoyable than, say, an Algebra I student . . . . I think most of them work fairly well. I like working with these classes. It's on a one-to-one basis a lot of the time. You're not talking to the entire class. In a class of 30 students, I'd be talking to the entire class. Here I can talk to one individual student; find out what his or her problems are and help to overcome those problems. And the student feels very little reticence in saying what it is that they don't understand. The students are pretty good about asking questions. They say, "I just simply don't understand how you go from here to here. What's the next step?"

Question: Do you have just one compensatory class?

Answer: No, I had two.

Question: Did you volunteer to do them?

Answer: No, I didn't. I told them I'd do two. They better not give me more than that.

Question: Why do you feel that way?

Answer: Well, I like to teach Algebra I. I've enjoyed it very much. I really wanted to teach in Algebra II classes also. I feel that if a person spends too much time in one particular course, with one type of student they lose touch with the overall program of the school. But I like to teach compensatory math classes because they're very structured, you don't have to use large group instruction, it's individual; one-to-one. The students know exactly what is expected of them. They know that they have, say, fourteen skills that they need to master. And then I'll tell them if they need to master six or eight of those fourteen skills in just nine weeks.

Question: Do you have a problem with them after they've mastered their skills but have to stay in your class?

Answer: No. No. They'll continue working, doing the things I ask them to do. They're pretty good. They really are. They get a feeling of rapport more with the teacher.

They understand that how far they go is pretty much dependent on themselves. They can ask questions. They can work as hard as they want to, do as much work as they want to or as little. I guess the class feels closer together because it's small. The students know each other. There's more time for individual students to help each other. Whenever a teacher is going around and helping individual students, if another student wants to lean over and ask someone how do you work this, that is perfectly fine. They're not interrupting anything. It was a very small class; even if all the students were talking like that, communicating one-on-one, it wouldn't be very much noise in the classroom.

Question: How could you be more effective with students?

Answer: I think it would increase their motivation if they knew that they had to pass the state test in order to graduate. See in the basic skills this year, they knew they had to pass the basic skills in order to graduate, so they have been better motivated. And when they get around to making the state assessment test part II mandatory for graduation, I think you'll see a tremendous increase in the motivation for learning those skills. If for any reason the skills were abolished and not required for graduation, I think the students' motivation will decline very noticeably. They do want to graduate.

Question: Do you give your regular classes homework?

Answer: Yes.

Question: Do you give your compensatory classes homework?

Answer: Only when the student requests it. I do not tell the student you must take this home and work on it. I allow them to work in class; that way they can ask questions as they're going through. But a lot of them do take the booklets home and start working on these because you've got a number of skills that have to be made up and at the rate that you're going you're not going to get there. I may give students an F. Last time I gave several students F's in compensatory math because I just told them that their progress was too slow, and I saw a very great increase in their progress during the last 9 weeks. After getting that failing grade, they came back and did much better this nine weeks.

Question: Why do some students have difficulty in school?

Answer: Some of the students have difficulty with mathematics, period. I have one student in particular who did not even know the months of the year. He did not know the basic

multiplication facts like 6 X 7, or even 6 X 5. I think the reason he's gotten through the eleventh grade is that he's fairly quiet, undemanding, doesn't disturb anybody else, and I think his past teachers had 30 students in their classes and had a bunch of problems they had to deal with. So they simply ignored this student. But when the student came to me I found out he was deficient in a bunch of areas . . . . I told him that I expected him to put in a heck of a lot more effort. I told him just exactly what I told you, that he has been quiet and had not bothered his teacher. They allowed him to slip by. I said, "You're not going to slip by me. I don't care whether you're quiet or not. I want you to start learning this stuff." I meant it. I called his mother and talked to her and told her the same thing. I gave him five or six problems. I'd say, "Here are some multiplication facts; now you study those. Carry this card around with you. While you're standing in line or . . . or riding on the bus. I want you to go over these multiplication facts. Tomorrow I'm going to test you on it." He's made marked improvement. Up to now nobody had sat down and told him, "Look, you've got to learn these multiplication facts or you're up the creek, buddy. I'm not going to pass you if you don't know these multiplication facts." And so he's finally gotten around to it, though he's still got a ways to go. He's been working on it.

Question: Do you think that that is true with most of these kids, that they haven't been held accountable?

Answer: Yeah, some of them have moved around some and maybe have changed schools. Where one school might teach some part of mathematics in the fifth grade, another one may do it in the sixth grade. So by moving around, they get a double dose maybe of decimal fractions but no common fractions, or vice versa. They come up into the high school and they haven't been successful. But by moving around, by being quiet, by not necessarily liking mathematics that much, by coming from a family that has eight or nine other children, by not making a lot of noise or disturbing anybody, nobody particularly notices what the heck is going on.

Question: There are differences in the way schools have scored on the competency test. Do you have any idea why there are school differences?

Answer: Yes. The rural schools do not do as well as the urban schools, and my feeling is that rural schools don't demand as much of their students as we do.

Question: How do you know when you're being effective as a teacher?

Answer: I guess the basic way to find out if you're effective is whether or not the students can demonstrate that they have learned anything. I mean I could give them a test at the beginning of school like I would ordinarily do. I've got a test with about a hundred items on it. Then I'd give another test at the end of the year. If I can see a marked improvement with those same students, then I feel like I've accomplished something.

I have remediated all of my students in my two classes on their basic skills with the exception of three students. That's three out of about 28 or 30 who have not been completely remediated. All of the tests have shown that they know how to do each one of those skills. One of these three students is very rarely in school. That would explain why she's a little bit behind. Another student, the one that I just mentioned, has still got several skills to go. Another student only has two or three skills remaining. It's conceivable that tomorrow when he comes to take his test, he may be able to remediate those last two skills. Then I'll be down to just two who haven't passed the test.

Question: It doesn't sound like you have experienced much burnout.

Answer: No. I know what the symptoms are and I'm not having that problem. I don't know why. I guess I feel I like to have control of the situation. I like teaching. I like interacting with the students. I make a heck of a lot more money on my part-time endeavors than I do in teaching. If I was solely dependent on the amount of money I make as a teacher, quite possibly I could feel burned out.

My feeling is that if teachers depend upon their salary, they are less likely to go and tell the principal or any other administrator that they're unhappy about something that the administrator's doing. But I don't hesitate to do it. As a matter of fact, I'm out there drafting a letter to the editor . . . blasting the school board for a decision they made last night. I don't hesitate to tell the principal when I think he's doing wrong. He doesn't hesitate to tell me when I'm wrong. And I think that kind of communication helps a lot. You don't experience the problems that you might experience otherwise. But some teachers I guess feel "don't rock the boat, just go along with the thing and forget about it."

Question: Does your department do any planning together?

Answer: Well, we got together when we first devised the courses and set out what we were going to teach each grading

period. Everybody had a reasonably good grasp I think of what was supposed to be accomplished. The trouble is that every now and then we change textbooks. The new book doesn't fit . . . so we have to get together and decide. But I don't see any problem there unless a student transfers from one class to another during the year.

Question: Do teachers have a feeling of isolation from one another, or is there a feeling of faculty unity here?

Answer: Personally, I like it better when I don't have a whole lot of interaction with the other faculty members. I feel that there are times that things come up that we need to interact on, but I'd go wild (if I had to) go to the teacher's lounge.

I go home for lunch every day. I think that helps my morale. Then I come back in the afternoon and hold the classes again. I just don't spend any time in the teacher's lounge to speak of. Once in a while I'll go down to discuss things or just to sit down and read. I don't sponsor any clubs here at the school or do anything along those lines. I do some professional work for teachers and that gives me some recognition. I guess you don't get very much of that from actually teaching unless the student writes a note.

Question: Do you take your work home with you?

Answer: Not a whole lot. Really, I don't have to take a lot of it home because of the time we have here at school. I usually get most of it done. The kind of work that I do at home is to prepare tests to send to the printer. I prepare these tests and have a bunch of copies printed up. I store away form C, form D, form E, you know, like that, and I've got them for subsequent years. I can use them as practice quizzes and worksheets.

Question: Would you choose teaching again if you had to do it over again?

Answer: That's a difficult question because there are a lot of rewards that I've gotten from teaching that I wouldn't have gotten from something else.

Question: Like what?

Answer: Interaction with students, for example. I've enjoyed that tremendously. I like talking to students. And I think I've grown a lot in ability to relate to other individuals compared to the way I was. I think I was a lot shyer back before I started teaching. I like just walking around and chatting with people. I may not have ever gotten to the place where I like that kind of interaction if I hadn't had to do it every day in teaching.

But when I think about the way that society recognizes teachers and the value of teaching and the way they reward teachers, if I didn't have an outside income I would probably be very dissatisfied. Teachers are not recognized the way they should be. I feel that with my ability in mathematics I could just have easily become an engineer, any kind of a scientist, a medical doctor, anything like that. I'm not sure that I'd necessarily have been any happier doing that, because I've seen some medical doctors who are not necessarily that happy. But I would have had more recognition in society. I would have more financial rewards.

Question: What changes would need to occur in order to make the profession more rewarding?

Answer: I think the biggest thing they could do to increase teacher prestige would be to double the salaries. Double the salaries. People would place a higher value on what teachers do if they made more money. If you had to pick one thing that would increase the prestige of teaching it would have to be an increase in the salaries.

I think another thing that might help would be to make sure that every single teacher was highly competent in his or her area.

Question: How do you know who's a good teacher and who's not?

Answer: I guess I have a feeling that some teachers are definitely good teachers and some I feel are not so good.

Question: How can you tell?

Answer: Comments from students. Students may tell me, "Oh, he never shows up for class until twenty minutes after the period begins," or they may say, "She allows the students to cheat extensively on tests." Students may pass their papers around and the teacher doesn't even notice that it is going on. There is a fantastic amount of cheating in some classes. The kind of things that you hear tell you who's good and who isn't. I know that students are not telling me something that's not true because they don't even need to bring it up.

Question: What do you think will happen five years from now to your basic skills students? What does the future hold for them?

Answer: If they'll start early emphasizing basic skills in elementary school and increase the time they spend with students, I hope that maybe we'll see a marked improvement of the quality of the students. But I would like for us to never get where 100% of the students

are passing the state test. When that happens the test is somewhat deficient.

We had 99% of our students passing the communications part of the test. That's idiocy. Many of these students can't even read. They were testing them, I think, about on a 4th grade or 3rd grade reading level. When you've got 99% of the students passing a communications test and they can't even read . . . then there's something very, very wrong with that test.

Question: Are your classes ability grouped?

Answer: I think it's nice to have a class that's heterogeneous. You have some students who are extremely weak and others who are pretty good and then they might even help each other. So when I'm busy working with another student and a kid has a problem (he or she can get help from a peer).

Question: I'd like to tell you that I really appreciate your taking time to talk with me.

Answer: Well, I enjoyed it. I never ever sat down to think through all these things.

Interview with a Low Efficacy Teacher

Question: How many basic skills classes do you teach and what are your general feelings about these classes?

Answer: I teach three basic skills. I think they're good to have because the students are pretty much grouped according to their ability, although there is a large range of abilities even within these basic [skills classes]. I really had, I thought, a wide range (of abilities) especially for a basics class. Some of my students could have gone on and on and other students were still working on addition and subtraction. And I don't even know if they will ever get it no matter how really hard you work them. Partially, [that is due to] immaturity and lack of motivation. I'm sure some has to do with their mental ability and capacity. I'm sure of that. I feel that [with] some of these students you can sit down and go over it and they'll know it, and they can do it right then and there. And you get up and leave and come back five minutes later, and they've forgotten completely how to do it.

Question: Do you have any idea why?

Answer: It's just . . . a learning disability.

Question: Really?

Answer: Yeah.

Question: You have learning disabled students in your basic skills classes?

Answer: Yes. I think most of them are; very few aren't. And the ones that weren't SLD or EMR or whatever are probably the higher ones [in the class].

Question: How would you feel about having all basic skills classes?

Answer: I wouldn't want to do it. I would pull my hair out at the end of the day. It takes so much patience to work with them. Even by the end of the third class I just . . . get very impatient. You don't want to sit down and continue to keep working with them when you know that tomorrow they're not even gonna remember it. I think it takes extreme amount of patience. I would never want to have six classes.

Question: Have you had training in teaching mathematics?

Answer: No.

Question: Not at all?

Answer: No. This is my first year here. I taught last year but not here -- middle school.

Question: Which level do you prefer?

Answer: I prefer high school.

Question: Why is that?

Answer: I think they're more mature. And if I had a choice between ninth, tenth, eleventh, and twelfth [grades] I would even prefer the higher ones. I think they're more grownup and serious.

Question: Did you volunteer to teach basic skills or were you assigned?

Answer: Kind of a combination of both. I was asked if I would want to teach regular math and I said no. I didn't have to [teach basic skills math] I wasn't assigned to.

Question: You could have said no to that too?

Answer: Yes.

Question: Are you going to do it again next year?

Answer: No.

Question: Did you feel prepared to teach basic skills math?

Answer: Yeah. As far as the math work went, because it's so basic. I think all you need know are the basics. And [you need to] have a lot of patience.

Question: Can you think of something that would help you to better teach your classes?

Answer: I'm sure there's always room for improvement in everything. I could have used a workshop in working with the SLD kids. Something like that would have helped me.

Question: What do you see as the major problems of the basic skills students?

Answer: Again, just a short attention span [and] lack of maturity. See I had all ninth graders, and I think that made the difference. I think there's so much difference between the ninth and tenth graders.

Question: How do you tell when you're being effective as a teacher?

Answer: When you can look at them and realize that they understand. They can work fairly independently and do it correctly and succeed. [Do you mean] long range or short range?

Question: Both.

Answer: Long range would be, I'm such a new teacher it's hard really for me to say, probably just when you can see your same students after you had them a year or two or three or even maybe longer and then . . . know that they appreciated you when you were working them. That would probably be the long range but, the short range rewards . . . I think one reward is just to see them pleased with themselves and the work that they're doing.

Question: Have you thought about this much?

Answer: The rewards?

Question: Yes.

Answer: I guess I really haven't.

Question: Can you see yourself teaching a few years from now?

Answer: I don't about twenty years from now, but five years for sure. I don't know about twenty years. Teaching is tiring.

Question: Yeah. Do you feel now some symptoms of burnout?

Answer: Oh gosh, yes! It's the last week of school. I'm ready for a break, like everybody else.

Question: If you had to rate the faculty morale here on a scale from one to ten, with ten being high, what number would you give?

Answer: I guess it's about an eight.

Question: If you were going to propose something that would increase morale what would it be?

Answer: (pause) I can't think of anything. These questions are hard to answer. They are things that you don't think about very often.

Question: Do math teachers plan together?

Answer: I could have used it being that I've never taught math before.

Question: So there was no sharing of materials and that sort of thing?

Answer: One teacher did, she brought me a great big box full of all different worksheets at the beginning of the year - basic worksheets and it was all filed real good, you know, fractions, addition of fractions in one, multiplication of decimals in another and everything and I used that a lot.

Question: What do you feel about the state test?

Answer: I think it's good. I think it makes the students buckle down more than they probably would and I've seen kids come back with results. They passed, and they were so proud of themselves.

Question: Do you feel like you have too many skills to teach them? That they expect too much from you?

Answer: Well, I can just say that I can not get done with all the things that I want to get done. They're lacking so much in the very basics that by the time we got to fractions. . . well, that was about as far as we got. Yeah, I think there're too much [for] the ninth graders. They'll be having this again and again and again in ninth, tenth, eleventh, and twelfth, so hopefully somewhere along the line they'll get it. They're so lacking in the addition and subtraction, multiplication and division. They don't know their times tables and they can't add fractions.

Question: Do you think the majority of those kids will graduate from high school?

Answer: Probably about three-fourths.

Question: What do you think will happen to them after graduation?

Answer: They're not college-bound. I doubt it, very, very, very slim. I suppose they'll find a job and just do some other work, go off and get married and have kids, if they don't already.

Question: How do you know who is a good teacher in your school?

Answer: Well I'm just conveying guesses.

Question: And on what basis do you make those guesses?

Answer: Probably on if they like their students.

Question: How do you know?

Answer: From hearing them talk.

Question: Do you require homework from the basic skills students?

Answer: About once a week, a worksheet.

Question: Do they do it?

Answer: Half and half. It's the same ones that always do it. It's the same ones that don't do it. And the ones that don't do it are the ones that don't get their class work done either.

Question: Why only once a week?

Answer: I guess because we work so [hard] in class. I'm always working with them, and that's just all I ever get them to do is just once a week.

Question: Have your ideas about teaching changed since you began teaching?

Answer: My expectations as to what it would be like were a lot different from what it is really like. Teaching is a lot harder than I ever thought it would be. It is a lot more trying on your patience. I am pretty sure that I would choose teaching over again. I think I would think about it longer and I think I would try to think of more options that would be in my field other than teaching. I don't think that I'll be teaching for a real long time. I think that pretty soon I'm going to need a break. The things I find trying are discipline problems and the lack of motivation. They come to school because they have to. I think it would be a lot easier working in a private school. Maybe that would be a lot different than a public school or in a school that you knew you really had the parents' support. I think if I had to do it over again, I would do more serious thinking. And like I said I'm not planning on teaching for the rest of my life. I'd like to open up my own business doing something, but I don't know.

Question: You think that there are things that could be changed fairly easily that would make teaching more rewarding?

Answer: Uh huh. I think that for one thing that's lacking so much these days is just the home life. You can tell whether these students come from a decent home with both parents there and someone in an authority position. I think with the decline of family life you are gonna run into more and more problems with students' learning abilities. I really feel that way.

Question: So it's really not something a teacher can do much about?

Answer: I don't think so. I mean you can work with them for the time you have them during the day, but whether they really learn is, I think, dependent on the parent's authority, whether they're willing to help [their children]. I've seen the homes that half these students live in and no wonder they can't learn.

Question: One of the complaints a lot of teachers make about teaching is that it's isolated, that they really don't have an opportunity to interact with other teachers. They say there is no social support. Do you see this as a problem?

Answer: In the school I taught in last year we'd have meetings and really talk things out with each other. We did some group planning, and I've found that really helpful for me. Here we don't too much and I wish that we would. I feel pretty self-sufficient in my area, but I don't feel that way with math. And I think that I could have been helped a little in that area. More group planning and interaction and sharing of ideas would have been helpful.

Question: What's your biggest complaint about teaching the basic skills?

Answer: I complain about the students. I guess my biggest complaint was that you try so hard and they catch on to so little; that's my biggest disappointment. And again my biggest complaint as far as my position is that I got so little help. I knew where I could go if I needed help but everybody's so busy.

Question: Why don't teachers band together more than they do?

Answer: I don't know. I believe that this county is poor in that area, and I was in another county last year, and I feel that the teachers had a lot more say in what happened to them. Here it's just like well, whatever we want big deal, they're going to make the decision anyway. I can't understand it. I don't know why people don't band together. My husband can't figure that out either.

APPENDIX T

False Highs

"False Highs"

As has been mentioned earlier in Chapter 4 in this report, the two Rand, self report items are by no means perfect measures of efficacy. One high school teacher and one middle school teacher consistently demonstrated low-efficacy behaviors in their classrooms, expressed low-efficacy attitudes during their interviews, made low-efficacy comments on their questionnaires and yet received high-efficacy ratings on the Rand scale. We consider these teachers to be "False Highs" and excluded their comments from this chapter's discussion of high-efficacy teacher attitudes. These teachers' comments will be discussed here in order to show why, despite their high-efficacy scores, they were not considered high-efficacy teachers.

The first false high teacher had a Rand score of 8. He had completed 60 hours of doctoral work in education and had also done graduate work in another professional area. He was aware of the literature regarding teacher expectations and student achievement. Though he agreed to take part in this study, he was quite wary of the research team. He would not share his home address, would not supply his Social Security number, insisted on prior notice before anyone observed his classroom, and refused to give permission for his interviews to be taped.

When filling out the Efficacy Questionnaire the teacher wrote a number of qualifying statements on forced choice questions. On the Efficacy item, "If I really try hard I can get through to even the most difficult and unmotivated student," he circled the answer "Agree." Beside his answer he wrote the word "usually." Another question asked how responsible he felt for the academic achievement of Basic Skills students. He checked two items, "Responsible" and "Somewhat Responsible." Next to his answer he wrote:

> I feel responsible for presenting the material clearly and in a way that will (hopefully) motivate students. In the final analysis, however, the student himself determines the amount of effort he will expend and that has a large bearing on how much learning will take place. Also, some students have very low intellectual ability (IQ).

Another question asked teachers to complete the statement, "When my students fail to learn a lesson that I have taught, their failure is probably due to . . . ." The teacher indicated that the students' failure was due to:

> A combination of factors. Sometimes [student failure] is related to their [lack of] motivation or intelligence, or the difficulty of the concept being taught. Sometimes [it is] related to my presentation of the lesson (though I honestly think I present material very clearly).

During a classroom observation session the teacher spoke with

the observer. After the discussion the observer wrote the following comments on his observation sheet:

> Feel some "teaching failures" are due to low IQ, not teacher style or program. Nothing teacher can realistically do.

These comments were said to the observer.

The following comments are excerpts from the teacher's interview:

> We know that some kids aren't going to master [the Basic Skills] because of a lack of motivation and, I guess, intelligence. By giving them a test we can say to the public the kids tried and we tried. We've done all we can. Now there's more to it than that, of course. We're educating kids who wouldn't have been in school ten years ago. So we can give these kids certificates of attendance and people can know they haven't got the basic skills. It's a terrible stigma, I guess. People hiring them will know they're deficient. Perhaps it doesn't matter . . . . I mean you don't need basic skills if you're going to stock the shelves in a grocery store. So maybe it's pretty good.
>
> Now it's not possible to get every kid to pass the test. Whether a kid passes has a lot to do with whether he is motivated, but each student should definitely have a chance to pass it. Let's face it. We have some low SES [socioeconomic status] students in this school and that's going to make a difference. I think some of the the students here aren't test-wise. And some don't have much intelligence. And there are strains at home and there's a limit to what we can do in one class period a day. I think intelligence and socioeconomic status are important factors . . . .

Later in the interview the teacher described the worst class he had ever taught:

> There were a lot of unmotivated kids, low SES kids. They didn't have much chance to succeed. The material was above their heads. They were trying to learn regular academic material when they had no hope of going to college. So there were several discipline problems. I didn't even like to enter that classroom. They seemed strange.

The second "False High" teacher (we'll call her Teacher 2) had an efficacy score of 8. Her comments at the beginning of our interview were consistent with her efficacy score:

> I think the most important thing is to reach those

> students who seem to be unapproachable. My greatest satisfaction is bringing out the fallen flowers.
>
> My objective is to give them a self image, certainly not a false self image, but letting them know that each individual has his own worth in life.
>
> Some students seem dull and apathetic [but you have to] still give them a sense of purpose in life or [show them] that they're worth something.

After the first three minutes, high efficacy comments gave way to a decidedly more negative theme. Teacher 2 is an older woman who has recently returned to public teaching after spending many years in private education. We interviewed her during the first year of her return to the public schools. She had never before worked in an integrated setting.

In private schools, she told us, "They are not lenient. They expect more and they get more. [Students] were expelled at the drop of a hat." In the public schools, however, "They mess up the floors. Students will watch me pick up [their mess] and they'll say, "Here's more over here." Teacher 2 believes that integration stands at the heart of the problem:

> I don't know whose idea it was to bus and mix things up. I don't think it's wise. I think [we should] notice that blacks and whites don't mix . . . . I think whoever thought that idea up didn't have a very good idea.

While Teacher 2 said she likes some of her black pupils, she also indicated that they were lacking in intelligence, drive and courage. She described students as being "dull and apathetic . . . , hard to love but in need of affection." She is frustrated by

> the very, very poor blacks who think they are hopelessly ugly or hated by mankind [but who] don't seem to carry a grudge . . . . They just automatically assume they're going to get the bottom chair. They don't even resent it or fight against it or try to rise above it. That's sad.

She finds teaching in the public schools difficult because of discipline problems. "You can't have a reasonably adult conversation," she said, "because the students "dissolve into silliness or mass confusion. [Students] cannot or will not concentrate. They're too concerned with socializing or being popular or flirtatious. Their attention span is very short, very short. They're easily diverted [and] they are easily upset . . . by the commotion they cause themselves."

Not only did Teacher 2 find her students disruptive, she found them unmotivated and resistant to learning. "When I try to bring

everyone up . . . to [present] 'X' information [I find that] they don't want it . . . and I don't understand that. They do not contribute to motivating themselves, even the better ones." She tried to provide extra help to her students but found "their mental ability isn't up to it."

Teacher 2 does not hold out much hope for the future of her low-achieving students:

> I imagine they will just step back and let the world walk on them. Even if they rise above their lower situation, they will [only] become service station attendants and bag boys. They don't appear to have the least ambition to help themselves out of that [situation]. I've tried to let them know [that] the world ain't gonna do it [for them]. They don't want to hear that, . . . but it's true.

Teacher 2 was clearly alienated from her students. She did not speak informally with pupils before or after the class. She was unable to control her students and often resorted to sarcasm. One day, in exasperation, she told her third-period students, "I wish you'd all kill each other and get it over with." Classroom conflict took its toll on Teacher 2 and she described her nervous state as being like the D.T.'s:

> I've been breaking into perspiration lately. I don't think it's only the heat. I think it's nerves. Yesterday I told you I thought I had the D.T.'s. I was really trembling and I know that's stress.

The attitudes and behaviors of the two "False High" teachers indicated that they were unlike their high-efficacy counterparts. They did not stress academics, were not able to build primary relationships with their students and did not define their pupils as reachable or teachable. On the contrary, like low-efficacy teachers, they did not share responsibilities for the academic failures of low-achieving students. They did not believe that such students were bright enough, motivated enough, well enough behaved or brought up well enough to succeed in school. Teacher 2 was saddened by the failure of her students but took solace in the fact that her principal had told her, "You can't reach them all, just teach the ones who want to learn and forget the rest."

APPENDIX U

Social Control

Social Control in School Settings

The Meaning of Social Control

A good deal of the teacher's time and energy is spent in the attempt to maintain social control in the classroom. Social control is a widely used concept in sociology. It refers to the social devices used to bring the behavior of recalcitrant group members back into line with group norms. We have already seen that classroom management is an important part of the teacher's role, that it ranks first on the teacher expectation checklist, and that good classroom management is essential to a teacher's sense of professional competence and self-esteem. However, teachers have social control problems that are peculiar to their profession. Some of these difficulties have already been discussed briefly but bear elaboration here.

Controlling the Semi-Socialized Young

Teachers work with young, semi-socialized individuals who do not necessarily share the teacher's social values, habits of etiquette, or enthusiasm for the educational enterprise. Teachers are selling a product to an often reluctant clientele. School is a compulsory institution and within any classroom there are likely to be some students who would rather not be there and who act out their displeasure in disruptive behavior or endure the school experience in obvious disinterest. As one teacher explained,

> The things I think [are most] trying are discipline problems and . . . the lack of [students'] motivation. Students [only] come to school because they have to.

Young people are inclined to test the limits of acceptable behavior and to prefer peer relationships to academic activities. When we asked a middle school teacher to describe the discipline problems she faced during the year, the teacher smiled, rolled her eyes toward the ceiling and without hesitation listed the following:

> Kids talking back, refusing to cooperate with class procedures, fighting, teasing one another, poking, talking when they should have been working, is that enough? (without hesitating the teacher continues). Running, [generally] rebellious and playful [behavior], just wanting to have a good time as opposed to work, enjoying one another's company . . . , talking in class when they . . . should have been listening or doing their assignments.

However natural such behavior may be for young people in the American culture, "fooling around" in the classroom presents problems for teachers because their image of professional competence rests in large measure

on their ability to keep such behavior in bounds. When we asked another middle school teacher about the kinds of discipline problems she faced during the year, she replied:

> Just the shooting of staples and the tack bit. The hitting and the snatching of girls' purses just for fun . . . . [Students] will throw things out the window, slide things under the door. They're just being energetic, I suppose. [Those are the behaviors that] in my opinion are out of place. Students don't mean [to misbehave], they don't even know they're being ornery. They don't even know it. But it's just the silly things that are unnecessary . . . that are stupid. [Even good students] will suddenly retrogress . . . . I guess I try to ignore it [but] it's trying.

Controlling "Anti-School" Students

Within every school there is a population of students who find the school's academic requirements exceedingly difficult. Given the semi-competitive structure of most schools these students often experience continuing academic failure. The school provides many frustrations for such students and few rewards. Perhaps not surprisingly, these students present special problems for the classroom teacher. Many of the teachers we interviewed questioned whether such students should be in school at all. As one teacher put it:

> Some [students] don't belong in high school. Some . . . never passed their work in elementary school. They never learned to read, they never learned to add, subtract, multiply and divide.

Controlling "Disturbed" Students

Within any class of 20 or more students there are likely to be one or more who display some symptoms of psychological disturbance. The teacher must find ways to deal with such students and to insure that their behavior doesn't damage the social cohesion of the class. These students bring problems with them to the school that teachers feel ill prepared to handle. A middle school teacher explained:

> A lot of times behavior problems are evoked right out of [the students] themselves; they are upset about something, they're mad at somebody [or] they don't feel good. One boy [came from a very strict home] and would not listen to reason. He wouldn't do anything [I asked]. He would openly defy me. He would be easily provoked, very easily angered. His frustration level was really low. He'd get frustrated and just blow . . . . That was real hard to deal with. That's my biggest problem, kids not controlling their emotions. They are angry so they take their anger out on the teacher.

There are special programs in all the schools we studied for students suffering from emotional difficulties. However, processing a student into such programs is time consuming. From the teacher's point of view paper work and processing delays limit the usefulness of available programs and hinder the effectiveness of regular classroom instruction. A high school teacher told us:

> Well, we have special classes for students with emotional problems. [But] it's very difficult to get them staffed into special classes. We don't have enough funding to handle as many students as we have who fall into that category. Staffing is a long and tedious process. By the time you get [the student] staffed into such a class, he may have left the school or have inflicted injury on someone.

Control and Group Cohesion

Schools are one of the few institutions in the United States where a relatively small number of adults are expected to supervise and socialize a relatively large number of young people.[1] Teacher authority in the schools is waning. (Coleman and Kelly, pp. 231-280.) School achievement and a commitment to academic excellence have declined and educators have difficulty establishing a sense of community in the school. Under such conditions students are likely to form peer group allegiances which are often stronger than their commitment to teachers, the school or the academic enterprise itself. Teachers must therefore pay close attention to peer groups and peer group norms while attempting to manage classroom activities. A teacher who confronts a student for misbehavior may invite the wrath of that student's friends. A middle school teacher gave us an example of how she calculated peer group influences on student behavior when asking a student to be seated.

> Researcher: Today you said, "People are not in their seats and that's a good way to get a zero for the day. Those people who are out of their seats know who they are." Can you explain why you talked so abstractly

---

[1] Of course the ranks of the armed forces are filled with young people who are supervised by adults. However, officers in the armed forces have at their disposal a variety of harsh discipline tactics not available to teachers. They also enjoy a reputation of severity legitimated by the life and death nature of this social function. Athletic squads are usually comprised of a large number of young athletes under the direction of adult coaches. Athletic teams enjoy a unity of purpose which legitimates the authority of coaches. Students are not similarly united by academic objectives. Indeed, the individualistic, hierarchical competitive nature of most grading policies mitigates against a school community commitment to academic achievement.

[to the students] rather than saying, "John, you are out of your seat. Please sit down."

Teacher: I just didn't want to call on individuals by name. I suppose I could have. But I figured they knew who they were. [If I had said] "Anthony, Denise, Richard, sit down," all of them [would have just said] "Tee-hee-hee."

In this case the teacher reasoned that identifying the students by name would have called out a group response to her request. The situation was further complicated because one of the students was working to become accepted by a small group of the class' most rowdy students.

Teacher: You know why Gregg was back there, don't you?

Researcher: No.

Teacher: You don't? Well, he wanted to give you a show, [to appear as if he was one of the boys]. You see, Gregg is this cloddy looking kid, the one with the hat who sits on the far side of the room. He wants to be cool and neat. He knew that he was not supposed to be out of his seat. He saw me looking at him as the bell was about to ring. He saw [and yet] he chose to stand back there with the group because he was getting his . . . jollies by being with them. I didn't want to reinforce his negative behavior . . . .

Researcher: Would he have taken pride in that?

Teacher: Of course! When my [student teacher] was here, a group of girls were doing something. They weren't in their seats. They were just standing by the window. Let's call them Janice, Michele and Dotty. When the bell rang, the student teacher said, "Janice, Michele, Dotty, I'm going to write you up because you weren't in your seat when the bell rang." Beverly immediately said, "I was there!" It was so important for her to be identified with one of them [that she said she was out of her seat when, in fact, she wasn't]. She wanted to be included.

Teacher Control, School Rules and Administrative Support

The problem of classroom control was heightened by what many teachers take to be a general relaxation of school discipline. A young high school teacher comments on what she takes to be a general lack of interest on the part of administrators in enforcing school rules.

> I think they (administrators) need to be more strict. We send people to them for discipline problems. The whole atmosphere here (and I'm sure it's the same at other high schools as well) has gotten very lax. When I was in high school, you couldn't wear sloppy jeans or shorts because that leads to too much of a relaxed atmosphere. When the kids are in shorts they raise cain. I didn't understand that when I had to sweat in pants, but now I realize that when you look good and dress properly you're going to act properly. If you dress like a slob, you act like a slob. I think the dress code has a lot to do with the atmosphere here. And it's more than that. We have to be more severe when students misbehave.
>
> Today kids will look you right in the face and say, "I don't care if you send me to the office. It's only my second time. They're not going to do anything to me until I've been there five times." They have got the system psyched and they know how to talk their way out of trouble. They know that the referral cards [we use to write students up] are small and that the teacher can only put so much information on them. So whenever the teacher doesn't explain, they're going to [tell the administrator], "I didn't do this and I didn't do that." So when I write up a referral I tell the Vice Principal everything. But that takes time and it's hard to control the class when you're doing that. I just feel like there has got to be more respect and in some way or another I think the administration can help create that respect.

Not all teachers would support the call for strict dress codes, but many expressed a concern for what they took to be the reduced legitimacy of school and teacher authority. Like the public at large teachers worry that the school discipline has declined dramatically and that this decline negatively affects student attitudes and achievements. While teachers feel that classroom discipline is "their" responsibility" they also insist that administrators must provide reasonable school rules, enforce those rules consistently and support teachers to do the same. We found these views expressed widely in every school in this study.

> There is inconsistency in discipline procedures . . . . One student will get a suspension for fighting while another student will get a letter home to his parents. It depends on who the student is.
>
> I don't always get enough help with discipline problems. Some things that I think are [major offenses] are not treated with the kind of severity that they should . . . . I think [the severity of punishment differs]

depending on the child and the day . . . .

> What is most disconcerting about the administration is their inconsistency in following their own procedures and policies. We were told at the beginning of the year that there would be absolutely no soft drinks or candy in the school, that our federal lunch subsidies depended on it and that food will not be allowed in classrooms. Students will not be asked to sell candy, vending machines will be locked until after school hours so that the students can't use the machines during the school day. And then it wasn't more than a few weeks [after the beginning of school] before the basketball team was selling candy. So teachers said, "Hey, you can't do that." But when we talked to the Dean he said, "It's O.K. to sell that candy because it's nutritious. There's milk in milk chocolate."
>
> I don't think that administrators are consistent when it comes to things like discipline. The attendance policies drive me bananas. I had an attendance policy of my own because I believe that kids should be in school. They shouldn't be outside working or whatever it is that they do. They shouldn't be out roaming the streets or playing when they should be in school. But the school doesn't have a policy. So I have to have one and I enforce it. The school's tardy policy is that the teacher should keep the student in an hour after school. But that annoys me because I have to stay with him and that means I can't go out and do the things I have to do. It's a hassle to get the student to come and to stay after school. The school needs to be very strict and consistent when it comes to absences and tardinesses. We need to set up a policy and follow it, but we don't. I'm guilty of that myself. I'll set up a policy and then I'll think, "It doesn't matter, who cares? Nobody else seems to, so why should I?"

Administrators' inconsistency in enforcing school rules has consequences for classroom discipline. One high school teacher told an administrator about a student who was exhibiting drug-related behaviors. The administrator asked the teacher to write a report for the school counselor, which the teacher did. Upon reading the report the administrator asked the counselor to call the child's guardian in for a conference. The teacher reported what happened:

> They called her foster parents and accused the girl of being on drugs. The father got really mad, had a tantrum and said, "How can you do this?" Before long the assistant principal called me in to tell me not to write up that student again. Well, needless to say I haven't bothered to report her again, even though she

> caused me all kinds of trouble. One day she fell out of her seat and couldn't get up. I mean she was just totally wiped out.

In the teacher's view the administration handled the situation badly. They called in the parents without adequately investigating the situation. When the parents balked the administration quickly backed down. Realizing their mistake and wishing to avoid further trouble, they made it clear to the teacher that they did not want the student referred to the office again. As the result the school was unable to help a child who needed help, the teacher was asked to handle difficult discipline situations by herself and the class was left with the impression that students could use drugs to the point of being unable to sit up and school personnel would do nothing about it.